Legal Profession
Admission Board
of New South Wales

Interim Report on PLT Reform

NSW Legal Profession Admission Board

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1. Introduction

In his 2025 Opening of Law Term address, the Chief Justice highlighted a pressing issue for the future of the legal profession: the delivery of Practical Legal Training (**PLT**). His Honour was troubled by rising PLT fees and complaints he and the Legal Profession Admission Board of New South Wales (**LPAB**) had received about the cost and quality of existing PLT offerings.

In 2024, PLT fees surged to unacceptably high levels. For many aspiring legal practitioners—especially those joining small firms unable to absorb PLT costs and those seeking public-sector or community law roles—these fees represented more than a financial burden: they had become a significant barrier to entry.

Cost proved to be only one part of the problem. There appeared to be a disparity between what was charged and what was delivered. Many students, supervisors, and employers expressed dissatisfaction with existing PLT courses. They questioned whether what was being taught and assessed was preparing new lawyers for practice. This feedback enlivened the question: "Is the existing PLT offering fit for purpose?"

To ensure that these concerns were soundly based, the LPAB, with the assistance of the Law Society, retained Urbis to conduct a survey (the **Survey**). Over 2,500 recent graduates and more than 2,000 supervisors participated.

Their feedback, released on 14 April 2025, painted a grim picture:

- Only 43 per cent of graduate respondents believed their assignments were practical and relevant.
- Only 40 per cent rated teaching methods as satisfactory.
- Only 13 per cent considered the fees “reasonably priced”.
- Many described PLT as a “box-ticking exercise”, lacking rigour, and overly reliant on online delivery at the expense of real connection.
- The 75-day work experience requirement—frequently unpaid—was cited as a major barrier to entry for those who cannot afford an extended period without income.

The current PLT framework is failing its core objectives. Aspiring entrants to the legal profession should not be burdened by a requirement to complete a program which is expensive, uneven in quality, and insufficiently tied to real-world practice.

The LPAB's challenge was to remedy the shortcomings identified by the Survey. To do so, we constituted a PLT Working Group, which proceeded to consult widely across the NSW legal profession, gathering insights from practitioners who employ, train and supervise graduate lawyers, including, importantly, regional and public sector lawyers. We also consulted universities, PLT providers, and new graduates.

The review process, which remains ongoing, suggests that the existing PLT framework seeks to achieve too much, with the perverse result that it fails to deliver meaningful skills training. And the cost of that failure is borne by young lawyers, many of whom have accumulated heavy HECS/FEE HELP debts in their university studies.

On 30 September 2025, the LPAB published a Discussion Paper (the **Discussion Paper**) which outlined pathways for reform, identified a preferred option and invited submissions as part of an information gathering and consultation phase. This Report (the **Interim Report**) aims to provide the legal profession and the broader community with an update on developments which have occurred since the publication of the Discussion Paper. We thank all who provided submissions and who have engaged with the process of reform, which now moves from the consultation to the implementation phase. Work is also being undertaken in parallel by the Law Admissions Consultative Committee and the Admissions Committee of the Legal Services Council (the **LACC/Admissions Committee of the LSC**).

The LPAB has refined its preferred model to factor in feedback obtained in the course of the consultation process mentioned above. This model treats legal education as a continuum, which commences with practical training embedded in law degrees, is reinforced in post-degree practical legal training (**PLT**) and continues in post-admission legal training (**PALT**). Our preferred model thus integrates three stages of practical legal training by connecting legal studies with post admission training and with enhanced practical training in the early years of practice. By contrast, the present framework is concerned only with pre-admission PLT offerings which are disconnected from law degrees[1] and post-admission training.

University-embedded practical training

The first stage of the LPAB's preferred model involves embedding practical legal training in university courses.

A number of the compulsory "Priestley 11" subjects in Schedule 1 of the Legal Profession (Uniform Admission) Rules 2015 (the **Admission Rules**), such as Civil Dispute Resolution and Criminal Law and Procedure, should self-evidently have practical elements. Others, such as Ethics and Professional Responsibility, assume their relevance in a practical context. Experience shows that teaching legal principle in a practical context brings an otherwise dry subject alive. However, the extent to which law schools currently teach the practical aspects of these subjects varies significantly.

We have consulted the NSW law school deans and detect a significant desire to incorporate more practical training in law courses; for example, by teaching witness examinations, client interviews, alternative dispute resolution, advocacy and commercial negotiations. Many law schools already teach some of these skills, and moves are afoot at other schools to introduce more practical training into their curriculums. Judges and practitioners are often involved in such activities.

The LPAB model starts with this first stage by enhancing law school offerings of what are already compulsory requirements for law students. The important first part of the preferred model is to require all NSW law schools to teach basic practical skills in Priestley 11 subjects or in other compulsory subjects or units.

This Interim Report identifies the foundational skills and abilities to which all law students should be exposed as part of their law qualifications. The foundational skills and abilities

[1] For the purposes of the Interim Report, the term "law degree" refers to an accredited *Diploma in Law* (DL), *Bachelor of Laws* (LLB) or *Juris Doctor* (JD) Degree.

developed in law degrees will then be built upon in the reimagined compulsory pre-admission PLT course to constitute the foundation which underpins PALT.

We propose that the required changes take effect from the beginning of 2028.

A compressed in-person pre-admission practical legal training course

The second stage of the LPAB's preferred model involves reconstituting pre-admission practical legal training as a shorter and more intensive course.

The current length of PLT in NSW is driven by the requirement in Schedule 2 of the Admission Rules that it be offered as a postgraduate qualification: usually a Graduate Diploma in Legal Practice (**GDLP**) and sometimes a Graduate Certificate of Legal Practice (**GCLP**).[2] This requirement engages a regulatory framework which flows from the *Tertiary Education Quality and Standards Agency Act 2011* (Cth), in particular the Australian Qualifications Framework (**AQF**) administered by Tertiary Education Quality and Standards Agency (**TEQSA**).

Whilst 75 days PLT workplace experience is not legislatively prescribed, it is a practical way by which some PLT providers satisfy TEQSA's volume of learning requirements. Further, the current Competency Standards in relation to the five compulsory components of PLT, found in Schedule 2 to the Admission Rules (the **Competency Standards**), stipulate no fewer than 146 separate "competencies", or "performance criteria" that must be satisfied by a new lawyer in their PLT qualification.

This is a classic case of the "tail wagging the dog". A law graduate should not require a GDLP or GCLP in order to qualify for admission to practice, especially where undertaking such a course is expensive, duplicates aspects of the Priestley 11 subjects and compels completion of elective subjects that will not be relevant for many entry level lawyers.

Moreover, the current Competency Standards are unrealistic and impractical. They do not reflect what a PLT program can reasonably be expected to achieve, within a realistic timeframe and in a cost-effective way.

The second stage of the LPAB's preferred model for pre-admission PLT will therefore replace the lengthy, online-heavy, multi-month GDLP or GCLP model with a shorter but more intensive in-person course which builds on the core practical and legal skills first encountered in law degrees: for example, interviewing, taking instructions, making file notes, drafting advice, courtroom etiquette, ethical decision-making, and procedural practice. Such a course will incorporate the LPAB's current requirement that all PLT providers in NSW provide at least 3 weeks face to face (not Audio-Visual link (**AVL**)) tuition. This requirement, introduced at the commencement of 2026, seeks to reverse the trend towards audio visual and asynchronous teaching of practical legal skills, which was becoming entrenched in PLT programs.

[2] With most currently accredited PLT Providers offer PLT only as a GDLP, UTS offers a GCLP (see LPAB "Accredited Law Courses and PLT Providers" https://lpab.nsw.gov.au/admission-lawyer/accredited-law-courses-plt-providers.html and UTS, "Graduate Certificate in Professional Legal Practice" https://www.uts.edu.au/courses/graduate-certificate-in-professional-legal-practice and UTS Juris Doctor Graduate Certificate in Professional Legal Practice https://www.uts.edu.au/courses/juris-doctor-graduate-certificate-in-professional-legal-practice). In this Interim Report the GDLP and GCLP titles are intended to include all current PLT offerings recognising that the specific title assigned by PLT Providers to their PLT Graduate Diploma or Graduate Certificate can vary.

The course would be complemented by a separate 3 week verified work experience requirement which could be satisfied during or after a law degree through paralegal work, internships, clerkships or community legal work, so long as that work is properly supervised and of a nature to provide relevant work experience. Work undertaken prior to PLT is currently not permitted to be taken into account, whereas under the preferred option it would be. This change would ease the financial burden on graduates who, under some of the existing offerings, have been required to secure a three-and-a-half-month placement for which, in many cases, they are not paid.

The LPAB's preferred course will be offered as an alternative to, and will not displace, existing courses structured according to the GDLP or GCLP model. Those courses will continue to be available to those who wish to undertake them. For example, the course offered by the Piddington Society in Western Australia has a very good reputation, even though it is less able to be scaled up to teach large graduate cohorts. The integrated PLT course within the University of Newcastle law degree is also well regarded by students and employers. And the LPAB has received feedback that the PLT course provided in Tasmania, under close supervision by judges of the Supreme Court of Tasmania, is highly thought of. Such courses should be unaffected by changes elsewhere in Australia. There may also be a demand by some PLT students for an AQF 8 GDLP or GCLP qualification—students undertaking these lengthier forms of training may be eligible for HECS/FEE Help or other tertiary financial assistance.

For that reason, the LPAB recommends that the skills and abilities which form the basis of the LPAB’s recommended change be established as a minimum standard only. That is, all PLT providers must teach at least these skills and abilities in a pre-admission PLT course of the specified minimum length and nature, but individual accrediting authorities may continue to accredit longer forms of PLT.

This model for the pre-admission PLT course should commence operation in 2028, at the same time as the mandated changes to law degrees. To address transitional issues relating to the fact that for some years law graduates will not have completed a law degree under the new regime, the pre-admission PLT course should initially be four weeks in length, together with up to a week’s pre-reading and viewing of preparatory materials (not involving face to face teaching but knowledge of which would be assessable in the four week program and which students would be required to certify having read/viewed). The length of the course should be reviewed in 2029 in order to settle on the minimum length of the course after the transition period.

PALT

The third stage of the LPAB's preferred model involves compulsory practical legal training during the first two post-admission years.

The need for high quality practical training does not stop upon admission. The third stage of the LPAB’s proposed reforms would require newly admitted lawyers, over their first two years of practice, to complete at least 15 hours per year of PALT in the form of structured, in-person practical legal training modules. These modules would be chosen in consultation with supervising lawyers, aligned with the practice areas chosen by the entry level lawyer, and include meaningful assessments.

Apart from the benefit of learning in the context of actually practising, this approach would allow young lawyers to choose units of training relevant to their practice areas and/or to explore

areas in which they might wish to practise. It would avoid the problem, which currently exists, of compulsorily requiring lawyers pre-admission to undertake training in areas in which they might never practise or have no interest. The LPAB plans to promote the provision of a wide range of practical electives for early career practitioners.

The involvement of the legal profession and retired lawyers in the development and delivery of PALT units, in a wide range of fields in which they have extensive experience, is likely to bring with it an important ancillary benefit. Membership of the legal profession should not be viewed solely as a commercial endeavour but rather as involving attendant duties to the community and obligations of collegiality to fellow members of the profession. Contributing to the legal profession more broadly, including by training and educating its newest members, is an honourable and worthwhile undertaking which enhances the administration of justice.

The LPAB's model offers three core advantages:

1. It anchors learning in a real work environment, making training immediately relevant while building on important aspects of law school education.
2. It reduces and spreads training costs over multiple years, providing time for the development of skills while easing financial pressure on young lawyers and reducing barriers to entry.
3. It draws on experienced practitioners to teach, mentor and embed an appreciation of professional duties and obligations, sustaining collegiality and improving the legal profession's collective standards.

This model reflects the reality that practical training is best delivered in context and in the course of legal practice. Legal skills take time to develop and lawyers continue to acquire practical knowledge and skills over the course of their career. However, the first two years are formative and undergoing structured training during this period should be required to qualify for an unrestricted practice certificate (which is currently available after completing two years of practice and the Practice Management Course (**PMC**)).

The LPAB's model seeks, by postponing elements of practical legal training until after admission, to avoid new entrants to the profession feeling disheartened and aggrieved by the cost and time required to complete mandatory PLT programs. It aims to better prepare law students for entry to the profession with enthusiasm having completed a meaningful and beneficial legal education upon which they can build in the course of legal practice.

The broader imperatives

Beyond the technical reforms, we must not lose sight of the broader imperatives. PLT design today must anticipate the ethical, mental health, diversity, technological and leadership challenges of tomorrow. Training should promote resilience, professionalism, and connection — not just competence.

Our consultation process has uncovered an appetite among NSW stakeholders for change: the profession and NSW law schools have engaged constructively and generously with the PLT Working Group, offered thoughtful submissions, and supported the foundational principle that the training system should evolve to better serve not just new lawyers but also the wider community. Much work lies ahead at many levels if the improvements contemplated are to be

achieved. Hopefully, meaningful improvements will be made which will not only advantage the newest members of the profession but enhance the quality of the services provided by the profession to the wider community.

The LPAB does not seek to impose a NSW solution nationally, even though its work has attracted a lot of national attention and support. The LACC/Admissions Committee of the LSC has acknowledged the significance of the work undertaken in NSW and is conducting its own review nationally. The LPAB intends to work collaboratively on this national project. This Interim Report is an important step in that process. In the meantime, the LPAB has identified a problem of cost and quality in NSW which requires urgent attention, with the result that it cannot simply tolerate the status quo.

The key reforms proposed by the LPAB are:

(i) Identifying core practical knowledge and skills to be acquired by the end of the pre-admission PLT. Some quite specific (although generic) skills need be identified, e.g. providing advice in an email, in a letter or on the telephone; understanding how providing advice in practice differs from answering an academic problem; taking instructions from a client in person or on the phone; developing confidence in public speaking; advocacy; negotiating a settlement; participating in a mediation, etc. A table identifying this practical knowledge and these skills has been developed and then modified in response to feedback and. It is attached as Annexure A to this Interim Report[3] (the **Skills Schedule**).

(ii) Developing a framework for work placements, their assessment and the role, duties and responsibility of supervisors.

(iii) Identifying PALT courses — these will include area specialties (e.g. criminal law, commercial law, litigation and other forms of dispute resolution, property, family and succession/estates) and types and places of practice (e.g. community legal centres, government lawyers, corporate lawyers, large, medium and small law firms, suburban and rural practices). These courses should reinforce the generic skills that all lawyers need and should not become too specialised too early.

(iv) Identifying small groups of practitioners, perhaps including one or two academics, one or two PLT teachers, and a convenor (perhaps a judge) specialist in the particular area to develop the PALT courses. Part of that task may also involve suggesting what skills/assessments should occur in law degrees, in the pre-admission PLT course, and also in PALT courses. There should be designed overlap to ensure repetition and development of key skills but not "accidental" repetition. The convenors will need to meet so that the work of these groups is co-ordinated and shared. That work has started, with initial progress being made in identifying the contents of a family law module included in this Interim Report as Annexure C. The small groups will produce recommendations that will then be shared for consultation with law schools, PLT providers and, critically, the profession.

We know we can do better. The challenge before us is to effect meaningful change — to overcome an inertia which entrenches a status quo under which sub-standard training is delivered at great cost to entry level lawyers and to the profession more widely.

[3] Table titled "Practical knowledge and skills expected of a person seeking admission as an Australian lawyer".

The LPAB is optimistic about the future of our profession. We have, in the course of this project, met many people of enormous ability and goodwill who have been willing to give their time and expertise to improve outcomes for graduate lawyers and for the good of the profession. We need to unlock that reservoir of expertise and goodwill to achieve meaningful change in practical training outcomes.

Chief Justice Andrew Bell

Justice Tony Payne

Justice Jeremy Kirk

Emeritus Professor Michael Quinlan

Wen-Ts'ai Lim

2. Designing changes to practical legal training

The imperatives for change to PLT were outlined in the LPAB's Discussion Paper. This Interim Report will not revisit all of the issues covered there. The primary purpose of this Interim Report is to address in more detail, and with the benefit of the consultation process, the issue of practical legal training at all stages of a new lawyer's career as the reform process moves from the consultation to the implementation phase.

As both a law degree and PLT are required to be successfully completed by candidates for admission,[4] any assessment of PLT in NSW should include a review of the extent to which practical skills are taught as part of a law degree. As early career training does not cease upon admission, it is also necessary to review the post-admission statutory framework for supervised legal practice in NSW.

This Interim Report also has regard to the changing nature of law students and potential entrants to the legal profession (in part resulting from the growth in the numbers of law students, law schools and PLT providers) and to the changing nature of the legal profession.

After the Discussion Paper was published, the LPAB received written submissions from interested parties (the **Submissions**) and met with lawyers, Law Deans, PLT Providers, the Law Society of NSW and other representative bodies. The LPAB is grateful for the time and effort expended by all involved.

The meetings helpfully elicited comments and concerns about issues raised in the Discussion Paper and informed the LPAB's preferred proposal for reform. References to Submissions appear in the discussion below and summaries of the consultation process appear in Annexures D, E and F to this Interim Report. The feedback and suggestions received by the LPAB are reflected in the recommendations for change in this Report.

The consultations confirmed the shortcomings of PLT suggested by the Survey — PLT is being asked to deliver too much while at the same time is delivering too little. Most stakeholders were concerned that law graduates lack the "foundational understanding of substantive law areas, technical and practical skills required to be a legal practitioner, problem-solving, written and oral communication skills, client management, practice development, understanding of ethics and professional regulations and technological skills."[5]

There also was widespread agreement that pre-admission legal education in Australia "does not sufficiently connect academic or theory-based education and training with practical lawyer-focussed training."[6] In other words, the present system does not sensibly integrate practical training in law degrees, PLT and post-admission legal training.

The Competencies are clearly not fit for purpose and a new focus on essential practical knowledge and skills which can realistically be acquired pre-admission, such as those

[4] *Legal Profession Uniform Law* (NSW) ('*Uniform Law*'), s 15.
[5] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [14].
[6] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [14].

proposed in the Skills Schedule (the **Pre-admission Skills**), needs to be developed. These skills need to be formed over a longer period of time, namely, the broader continuum of legal education comprising law degrees, PLT, and post-admission training in the profession. Our proposed reforms aim to ensure "that law graduates are more practice-ready and that their education and training is cost-effective and valuable to the legal profession."[7]

We acknowledge that not everyone agrees with our proposals. For example, it was suggested that our proposed reforms create a risk of "jeopardising public trust and confidence in the profession and the legal system".[8] We have taken into account all such feedback but ultimately disagree with them. The weight of the evidence and commentary suggests otherwise, namely, such risks already exist — our reforms seek to address them. By embedding the development of practical skills in law degrees, in a shorter pre-admission PLT, and in PALT, new lawyers will be better, not less well, prepared to practise without being a burden on their employers, or a danger to their clients, or a risk to the administration of justice in NSW.

Involving the law schools and PLT providers and the Law Society in the process

It is desirable that experts in legal education, clinical legal education and professional training, law schools and PLT providers participate in the discussion and design of the skills required for the commencement of legal practice. For this reason, the LPAB has consulted lawyers, Law Deans, PLT Providers, the Law Society and representative bodies about the PLT reform.

The Submissions are summarised in Annexure D; the consultations with law schools and PLT providers in Annexure E; and the law schools' comments on the Skills Schedule in Annexure F. The feedback and input received by the LPAB is discussed further below. It should be noted that the version of the Skills Schedule on which law schools provided comments was an earlier iteration of the Schedule. The version of that document found at Annexure A has evolved somewhat, including in light of the comments made by law schools.

Focus on education, training and admission of lawyers

Not all law graduates enter the legal profession.[9] This is recognised in the Discussion Paper. The LPAB is, however, an accrediting body which owes duties with respect to the training and admission of lawyers. Its role is to ensure that candidates for admission have been suitably educated and trained to be admitted as *legal practitioners* who are qualified to provide legal services to clients and to play their part in the administration of justice.

For instance, s 15 of the *Legal Profession Uniform Law* (NSW) (the **Uniform Law**) provides that the objective of the Part of the Law relating to admissions is:

> to protect the administration of justice and the clients of law practices by providing a system under which persons are eligible for admission to the Australian legal profession only if—

[7] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [6].
[8] Shirley R Southgate, Executive Director, Leo Cussen Centre for Law, "Response to the NSW Legal Profession Admission Board's PLT Discussion Paper" (undated) [11].
[9] Michael McNamara, "University Legal Education and the supply of law graduates: a fresh look at a long-standing issue" (2018) 20 *Flinders Law Journal* 223, 227.

(a) they have appropriate academic qualifications and practical legal training, whether obtained in Australia or elsewhere; and

(b) they are fit and proper persons to be admitted.

Universities may of course teach law subjects as components of other degrees, or might offer a degree in, for example, legal policy. Such courses would be valuable in their own right but would not have to be accredited by the LPAB.

However, insofar as universities offer a law degree which they wish to be accredited by the LPAB, then it must be recognised that such a degree is inherently vocational, whether or not those who undertake it ultimately practise law. It is therefore a misconception to suggest that one can strictly segregate academic teaching about the law from practical legal training.

The desirability of national reform

The LPAB recognises that national reform of PLT is highly desirable so as to maintain consistency and to facilitate the movement of lawyers across jurisdictions. However, the LPAB is also concerned, as the Discussion Paper makes clear, that the present system of PLT is not working well and that issues with PLT, which require urgent attention, have been identified in NSW. PLT in NSW, at least, is in need of reform within as short a time frame as can sensibly be achieved.

The LPAB also notes that there are significant differences between the size, practice areas and nature of legal practice in NSW and Australia's other States and Territories, with NSW having:

- a relatively high representation of solicitors to population;
- relatively more solicitors in large law firms;
- relatively higher proportions in sole practices;
- relatively high proportions of solicitors admitted for 15 years or more; and
- the highest proportion of solicitors working in the corporate legal sector.[10]

Further, as we have earlier noted, a strong case has been made to retain the existing PLT offering in Tasmania and by the Piddington Society in Western Australia, to name two prominent exceptions to any proposed national solution. This may suggest that there is no "one size fits all" solution or at least the need for a sufficiently broad solution to work well for all.

The need to develop skills over time and in context

The LPAB considers that the development of skills "with opportunities for contextualised practice, reflection and repetition is possible only with sufficient time, skilled curriculum development and delivery by appropriately qualified legal and educational professions."[11] The LPAB's preferred model seeks to achieve this objective by ensuring that law students begin to

[10] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [23].
[11] Shirley R Southgate, Executive Director, Leo Cussen Centre for Law, "Response to the NSW Legal Profession Admission Board's PLT Discussion Paper" (undated) [4].

develop key skills over the years of their law degree, that they continue to develop these skills in the proposed pre-admission PLT course, and that they build on that foundation during PALT courses whilst in practice.

The third column of the Skills Schedule suggests but does not mandate the compulsory courses in which the practical knowledge and skills would be developed in law degrees. These Pre-admission Skills, together with the other practical knowledge and skills set out in the Skills Schedule, will also be required to be covered in the pre-admission PLT.

The need for legal education to be considered holistically over time and in context

There is currently no scaffolding of legal education in and from law degrees to PLT, nor in and from PLT to practice post-admission. The LPAB's proposal will introduce in-context scaffolding over the course of legal education. Rather than cutting "repeat exposure and modular specialisation",[12] the proposal aims to introduce scaffolding methodologies across the continuum of legal education and to increase in context repeat exposure to critical legal knowledge and skills across that continuum. This will better build lawyers' skills and provide for lawyers to learn specifically appropriate skills and knowledge through post-admission training within their chosen area (or areas) of practice.

Developing connections with the legal profession takes time

The LPAB agrees that "[l]earning how to develop professional relationships is a skill that can be taught, and establishing such a range of connections and relationships of trust takes time."[13] Whilst some PLT programs may afford students the opportunity to be mentored by experienced lawyers and to develop professional relationships with them, with the profession and with their peers, a GDLP or GCLP on its own does not provide sufficient time or opportunity in which to develop a range of connections and professional relationships.

In the LPAB's view, students need to develop such connections and have opportunities to do so whilst they undertake their law degree. Practical skills and knowledge should therefore be taught by legal practitioners as part of the law degree. Students should also be permitted and encouraged to undertake work experience during the course of their law degrees. The LPAB has also been in discussion with the Law Society about its mentoring programs and training programs for mentors and supervisors.

Implementation

The LPAB recognises that reform will need to include a holistic implementation strategy to provide law schools and PLT Providers with clear milestones and sufficient preparation and transition time. It has been in consultations with law schools and PLT Providers to achieve this.

[12] Shirley Southgate, Chair on behalf of the Board of APLEC, "Australasian Professional Legal Education Community submission in response to the LPAB Discussion Paper on PLT Reform" (undated, pages not numbered) [6].
[13] Shirley R Southgate, Executive Director, Leo Cussen Centre for Law, "Response to the NSW Legal Profession Admission Board's PLT Discussion Paper" (undated) [7].

3. Law degree reforms

For too long the accepted orthodoxy has been that exposure to practical legal skills is not an essential part of a law degree. The LPAB considers this assumption to be misplaced. All law courses should expose law students to foundational legal skills. As "[s]kills taught in a vacuum are merely theoretical or academic exercises",[14] law schools should ensure that identified Pre-admission Skills are developed in context in law degrees.

Pleasingly, all NSW law schools are already taking steps to incorporate practical skills in their law degrees. Many law schools already teach witness examinations, client interviews, alternative dispute resolution, advocacy and commercial negotiations. This has occurred for a number of reasons, including the desirability of assessing practical skills to meet the challenges which artificial intelligence[15] (**AI**) poses to some other methods of assessment.[16]

The LPAB believes that this trend should be encouraged and reinforced. The first part of the LPAB proposal is to mandate practical teaching and training of core practical knowledge and skills in all NSW law schools. As discussed above, the proposed knowledge and skills required to be taught in law schools and in pre-admission PLT are set out in the Skills Schedule (see Annexure A).

Law schools will obviously require time to embed the skills outlined in the Skills Schedule into law degrees. The LPAB has consulted with the deans of all accredited NSW law schools and all have indicated that they can incorporate the Pre-admission Skills in their programs (some with minimal changes to their existing programs) by the commencement of the 2028 academic year. Discussions are ongoing with law deans and others to finalise the Skills Schedule and to ensure that all law schools can incorporate this finalised set of Pre-admission Skills in their law degrees by that time.

Such teaching at law schools is intended to be introductory and foundational. All of the core Pre-admission Skills (with the exception of legal research) will be revisited in greater depth in the pre-admission PLT course. Importantly, the proposed reforms will not result "in a skewed understanding of duty to an employer, rather than the profession."[17] The need for greater focus on what it means to join the profession was identified in the Discussion Paper and is included in the Skills Schedule.

As foreshadowed above and discussed further below, transitional arrangements will need to be developed to accommodate law students who commence their law degrees before 2028.

[14] Shirley R Southgate, Executive Director, Leo Cussen Centre for Law, "Response to the NSW Legal Profession Admission Board's PLT Discussion Paper" (undated) [4].
[15] Relevantly, large language models (LLMs).
[16] See e.g. Ros Thomas, "Lobotomised by AI': lecturers blow whistle on AI cheating crisis as universities refuse to help', *The Australian Weekend Magazine* (Sydney, 7 February 2026) 16-21; Ros Thomas, "It's going to get ugly': is this the solution to AI cheating at uni?', *The Australian* (Sydney, 9 February 2026) 3; and Sally Rawthorne, "Did AI kill the contract cheater?', *The Sydney Morning Herald* (Sydney, 8 February 2026), 14.
[17] Letter from Acting Dean Tracey Booth of UTS Law School to the Hon. Justice Anthony Payne, 30 October 2024, (pages and paragraphs not numbered).

Mandating coverage of special skills or assessments within law degrees

The LPAB has consulted with NSW law schools and PLT providers about implementing the LPAB's proposals. A summary of the consultations to date is attached as Annexure E. In overview, NSW law schools are receptive to the inclusion of practical knowledge and skills in their law degrees. Indeed, all NSW law schools already teach some practical knowledge and skills in their law degrees.

All law schools have also been receptive to the Skills Schedule, although some of the larger schools have identified some logistical and practical concerns with the inclusion of some of the practical skills in their degrees. Law schools which have been particularly receptive to the Skills Schedule have tended to be those already incorporating much practical knowledge and skills in their law degrees and those currently or soon to be undertaking curriculum or assessment reviews. Law schools reviewing their assessments to increase the number of practical assessments due to academic integrity concerns arising out of the use of AI have also been receptive to the proposed changes.

NSW law schools were invited to comment on an earlier iteration of the Skills Schedule. Versions of that iteration of the Skills Schedule annotated with law school comments are compiled in Annexure F.

Some law schools have expressed concerns in relation to the mandating of the skills/assessment types to be covered in law degrees and their placement within law degrees. These concerns have been (or will be) taken into account in refining the Skills Schedule and in identifying which skills need be the subject of assessment or simply exposure during a university degree.

The LPAB supports variety among law schools and does not wish unnecessarily to hamper pedagogical innovation.[18] However, unless law degrees all teach at least the same mandated practical knowledge and skills and make use of the same broad mandated assessments types, it will not be possible for a pre-admission PLT program and for post-admission training to build on practical skills developed by all law students during their law degrees. Pre-admission PLT and post-admission training can only build on the Pre-admission Skills if they occur in context and are repeated and scaffolded during the skill development period (law degree, PLT pre-admission and post-admission).

The LPAB proposes only to require that the Pre-admission Skills be addressed in compulsory units in law degrees. It does not propose to go further and mandate or constrain where the Pre-admission Skills can be taught. This is consistent with the approach taken in relation to the teaching of the Priestley 11. The Skills Schedule therefore only suggests where Pre-admission Skills might be taught but does not mandate the subject in which they must be embedded. Similarly, it is not intended to prescribe specific set assessments in law degrees or to require that a student must pass an assessment for all of the Pre-admission Skills in order to pass a course or their law degree.

The objective of the proposed reforms is for legal education to develop skills over time, commencing with law students' studies in their law degrees. The LPAB is aware that not all law

[18] See 'Australian Law School Standards', *Council of Australian Law Deans* (Web page PDF, 30 July 2020) <https://cald.asn.au/wp-content/uploads/2024/04/Australian-Law-School-Standards-v1.3-30-Jul-2020.pdf>; Glyn Davis, *The Australian Idea of a University* (Melbourne University Press, 2017).

schools teach all Priestley 11 subjects in a single semester and that there are a variety of approaches as to where Priestley content is covered in law degrees. The LPAB does not want to see the Pre-admission Skills embedded in an *ad hoc* manner; nor does it wish to be overly prescriptive as to their placement in law degrees. Obviously, an incremental approach is needed to develop skills, such that first year students will not be able to display mastery of skills at the same level as final year law students, law school graduates or post-admission lawyers.

The LPAB recognises that law schools already structure their law degrees so that students build their knowledge over the course of their degree. It expects that law schools will similarly seek to develop the required Pre-admission Skills over the course of their degrees. Some key skills will need to be repeated over the continuum of study in law degrees, in the PLT pre-admission and in the PALT courses.

Practical skills must be incorporated into law degrees in a systematic way so that students undertaking pre-admission PLT courses and post-admission training courses build on skills developed over the years of a law degree rather than only after the law degree is complete.

The adequacy of the manner in which a law school teaches, develops and assesses the Pre-admission Skills over the course of its degree would be considered in a holistic manner when accrediting that institution's law degree.

The placement of Ethics & Professional Responsibility in law degrees

Whilst it is accepted that there is benefit in variety in law degrees, a command of Ethics and Professional Responsibility is critical for a lawyer entering the profession. That militates in favour of the subject being addressed in the final year of a law degree, as was noted in the Discussion Paper. Of course, law students should be exposed to Ethics and Professional Responsibility issues throughout their law degree (including prior to a workplace placement) in a manner which, by their final year of study, underpins a logical and coherent transition into pre-admission PLT.

However, having considered submissions made by NSW law schools, the LPAB does not propose to mandate that Ethics and Professional Responsibility be a standalone final year course in every law degree.

Impact on the availability and number of law electives in law degrees

The LPAB does not intend that there be a reduction in the number of law electives to make room for mandated Pre-admission Skills. It expects that law schools will be able to incorporate the Pre-admission Skills in their law degrees whilst maintaining the number of law electives currently offered to students, even if additional teaching hours be required in some cases.

The LPAB does not intend to dictate the approach that law schools take to the inclusion of the Pre-admission Skills in their law degrees. The LPAB recognises that some law schools may choose to reduce their elective offerings or to convert one or more of their present electives into compulsory courses in order to embed relevant Pre-admission Skills in context. This may be so, for example, for law schools which presently offer courses in Advocacy, Alternative Dispute Resolution or Work Integrated Learning Internships as electives only. As this proposal sees legal

education as a continuum, it is also important to recognise that, after completing their law degree, law students will have the opportunity to develop their knowledge and skills in specific areas in the PALT and that post-admission learning will remain available in programs such as Master of Laws degrees.

Lead time for reform: adjusting course content and class sizes

The LPAB recognises that incorporating practical content and assessment of that content in law degrees will pose challenges, including variability in degree design, curriculum capacity, institutional requirements, staff profile and scalability given current cohort sizes. As a result, there will need to be lead time to implement change to law degrees. Academic staff with practical skills may also need to be hired and trained by some law schools. The LPAB also recognises that classes in which practical skills are taught may need to be smaller in some law schools and that this may necessitate the recruitment of additional staff. Teaching and assessment of some skills are likely to be best achieved face to face "especially in courtroom advocacy, client interviewing and negotiation."[19]

The LPAB also recognises that even where law schools already offer clinical placements as electives, there would be significant resourcing challenges in offering these units as compulsory components of law degrees. There is no intention to mandate that the same staff teach the academic and the practical components of courses. Clearly those teaching skills in law degrees will need to have the requisite experience or be currently practising in the relevant area. At least initially, the academic and the practical components may be taught by different people in some law schools/courses.

However, a shortage of suitable staff in the sector (if it exists) does not supply a legitimate reason to refrain from adopting the recommended option. Discussions will occur with law schools so that sufficient, but not inordinate, time is provided for transition, as suitable staff are retained or developed. Based upon discussions with law schools to date, the LPAB considers that all law schools should be able to embed the Pre-admission Skills in their law degrees by the commencement of the 2028 academic year.

Whilst there will need to be some prescription by the LPAB as to the skills which need to be included (and assessed) within law degrees, the LPAB wishes to continue to encourage variety in law degrees. It will seek to prescribe only that which is necessary to enable the pre-admission PLT course and PALT courses to build on practical skills covered in law degrees.

As indicated, these sorts of issues will ultimately fall to be assessed as part of an accreditation process, which will involve consideration of the whole degree course of the relevant institution.

Broader reform of law degrees

Ideally, mandating practical content and assessments into law degrees would only be performed as part of a broader holistic review of legal education including the Priestley 11 subjects. But PLT reform has been identified as an urgent issue and the time required to effect

[19]John O'Shannassy, Australian Legal Practitioner/Academic, "Submissions in relation to the Discussion Paper on the PLT" (30 October 2025) 2.

change already makes it unlikely that the LPAB's proposed reforms can be implemented before 2028. Delay beyond that date, given the urgent need, is undesirable.

Reconsideration of the Priestley 11 subjects has been, and is likely to remain, a slow and contentious task. As reform to require skills training to be introduced into law degrees can be achieved without a full review of law degrees, these urgent and essential reforms to PLT should not await a comprehensive reconsideration of the law degree and the Priestley 11 subjects.

4. The work experience requirement

The length of the requirement

A strong theme emerging from the consultations was that the best form of practical legal training takes place whilst working. Many senior practitioners said they had observed a significant difference, in terms of being ready to work as new lawyers, between graduates who had experience working in the law during their law degree studies and those who had no such experience. They also remarked that law students who had engaged with practising lawyers prior to admission appeared to have benefitted from that engagement.

Whilst a law degree provides students with a general knowledge of the law, and some practical skills can be taught prior to admission, it is clear that mastering the practice of law requires working in the profession and that the majority of real learning to be a lawyer occurs during actual practice.

It does not follow, however, that law graduates should be required to undertake lengthy work experience placements before they are admitted to practice. On the contrary, reducing the time spent in PLT so as to expedite entry into the legal profession will enable graduates to begin the task of learning to be a lawyer in context sooner than is currently the case.

Whilst 15 days of workplace experience is the minimum requirement under the LACC PLT Competency Standards and the Competency Standards,[20] most PLT courses require students to complete considerably longer placements. It is common for PLT courses to require students to undertake 75 days of work experience (i.e., 15 weeks working full time). At least in some cases this appears to be driven by the need for 900 hours of “training” for the purposes of AQF Level 8 accreditation. But if the true purpose of requiring long placements is not pedagogical, but to discharge TEQSA requirements, then that is truly a case of the “tail wagging the dog”.

A long workplace experience requirement is a substantial imposition on new law graduates. Some graduates will be employed full time pending admission and their employers may even pay the cost of PLT. But not all graduates are so fortunate. For many, a long workplace experience requirement presents a major financial challenge. It can constitute a significant barrier to entry, especially for those from less well-off backgrounds and/or who need paid employment to support themselves and their families.

Moreover, many graduates did not consider that the work experience component of PLT was intellectually challenging. Some complained of being provided with poor quality work and being given little in the way of practical training. Some complained of exploitation.

[20] *Legal Profession (Uniform Admission) Rules 2015* (NSW) sch 2 pt 3 rr 5(a)(ii) and 5(b)(ii).

Most practitioners who participated in the consultation process did not favour lengthy work experience requirements. Those practitioners who engaged PLT students for work experience with the intention of providing employment to good candidates reported that 15 days was more than adequate for them to assess a candidate's suitability.

The LPAB maintains the view it expressed in the Discussion Paper that no more than 15 days' work experience prior to admission is required. That period is specified in the LACC PLT Competency Standards and the Competency Standards and there is no compelling reason to require more than the 15 day minimum.

The timing of work experience placements

The LPAB does not intend to mandate that workplace experience be completed in one block. That would permit, for example, completion on a part-time basis.

Whilst the LPAB agrees that some learning of Ethics and Professional Responsibility would be valuable before a student undertakes the 15 days of workplace experience for credit towards PLT, the LPAB does not currently favour restricting work placements until after the law degree and pre-admission PLT is concluded, or to mandate that work placements occur only at some specific stage of a law degree.

As noted previously, the LPAB values variety in the delivery of law degrees. It recognises that there are benefits in encouraging law students to complete work placements early — and certainly during their law degrees — such that some law schools may wish to permit work placements earlier in their law degrees. Law students benefit from developing contacts in the legal profession and work placements can assist to put their studies into context. That promotes the development of better knowledge of the profession and of the discipline or form of practice they might wish to engage in when they join the profession. It may also lead to employment post-graduation.

Whilst students who undertake work placements in the earlier years of law degrees will not be able in those placements to reflect on and apply what they have learned over the whole law degree, undertaking those early work placements will nonetheless enable them to gain an appreciation for the profession they aspire to join and the potential employment opportunities which might be available to them sooner than if work placements were deferred until PLT.

The LPAB does not intend to prevent law schools or PLT providers from offering students the opportunity to complete additional hours of workplace experience in electives which attract credit towards PLT or a law degree. The LPAB recognises that such arrangements may be important, in particular, for community legal centres which look for longer placements. There may also be benefits in substantial work placements "including practice knowledge, skills development, network building and professional socialisation."[21]

[21] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell AC, Chief Justice of NSW and the Hon. Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [56].

The nature of work experience placements

Greater structure is required for work experience placements to ensure consistency and to ensure that those undertaking it gain valuable experience, even if a placement is unpaid. This includes specification of the tasks to which participants should be exposed and the need for and criteria for the assessment of workplace experience and alignment of the placement with structured education outcomes. Placements should "involve substantive legal tasks, structured supervision and alignment with measurable PLT standards."[22]

Similarly, standards should be developed to ensure that work experience is properly documented, and to stipulate the nature of the supervision that will be required. If work placements are compulsory in a law degree they may be a vehicle for the development of some of the skills in the Skills Schedule. Work experience placements are not intended to ensure on their own, however, that graduates are genuinely prepared for legal practice.

The Discussion Paper mentioned the number and nature of the complaints made about the workplace experience component in response to the Survey. The same themes emerge in the consultations which have since occurred and in the submissions received. Quite clearly, it may be appropriate to introduce uniform criteria for assessing this component.

Given that many of the complaints related to the behaviour of supervisors and law firms, the LPAB consulted the Law Society about training the profession in supervisory skills and about other appropriate responses to these concerns.

There may be a role for the Law Society to remind solicitors of the importance of supervision in legal practice and its place within the profession. The Law Society may consider it appropriate to review and amend its Fact Sheet on legal internships in NSW[23] issued by the Society in 2021 and to refer its members to professional conduct rules and expectations. Such a revision might usefully highlight the inappropriateness of exploiting work experience participants such as by making false promises of future paid employment, providing work experience participants with administrative tasks only,[24] threatening to withhold sign off if legitimate complaints were made about supervisors[25] or unless work experience participants worked beyond the agreed period or hours.[26]

A set of standards embodied in a Code of Conduct (for example) might usefully be developed to set out the ethical standards applying to and expectations of supervisors and the types of tasks and hours allocated to the development of specific skills for students completing a placement.

A complaints mechanism for PLT students completing work placements who believe that they are being exploited might also be introduced.

[22] UNSW, "Submission – PLT Discussion Paper" (29 October 2026) 2.
[23] Law Society of NSW, *Fact Sheet: Legal Internships in NSW* (Website) <https://www.lawsociety.com.au/sites/default/files/2021-09/LS3032_PAP_LegalInternshipFactsheet_2021-09-27.pdf>.
[24] Peta Zoubakin, "Response to the Discussion Paper on PLT Reform, Legal Profession Board [sic] of New South Wales" (29 October 2025) [4].
[25] Ibid, [2].
[26] Ibid, [10],[12].

5. The pre-admission PLT course

The need for AQF requirement for pre-admission PLT

The existing PLT regulatory framework adds to the costs of delivery. Providers incur costs to gain TEQSA accreditation and to maintain internal governance requirements. TEQSA accreditation also constitutes a disincentive or barrier to legal practitioners teaching PLT programs because many do not hold the requisite postgraduate qualifications to teach an AQF level 8 course. The LPAB proposes that the mandated AQF level for PLT be removed to encourage greater competition and course variety.[27]

Some of the submissions have argued that offering PLT within the AQF and TEQSA framework provides assurances of quality by ensuring "that courses are appropriately structured with defined outcomes, student feedback and assurances of learning".[28] However, the Survey results and the consultations which have taken place do not evidence a need to maintain these requirements for those reasons.

Not requiring PLT to be taught at any AQF level, is not, however, intended to prevent PLT Providers from offering GDLPs or GCLPs which attract FEE-HELP for PLT students. PLT Providers may also be able to offer GDLPs or GCLPs which incorporate both the proposed pre-admission PLT and the PALT courses. The LPAB's proposal provides a model in which there will be *more* options for the provision of PLT.

In any event, the LPAB does not consider that the potential availability of FEE-HELP should be the dominant criterion for the structuring of legal education. Fees accumulated with FEE-HELP ultimately need to be repaid. It does not assist students to incur substantial debts for law degrees or GDLPs or GCLPs if they are then inadequately prepared to enter legal practice and fail to secure or maintain employment as a result.

Duration of the pre-admission PLT course, and dealing with a transitional issue

In the Discussion Paper the LPAB referred to the possibility of a two or three week pre-admissions PLT course. This proposed duration was for a pre-admission PLT course appropriate for graduates completing law degrees which have embedded the Pre-admission Skills. It also assumes that the PALT courses will be completed by graduates.

Reform of practical training for lawyers is a matter of urgency. It is proposed that, from the commencement of the 2028 academic year, the ongoing requirement for the revised pre-admission PLT course will be introduced. That is the same year in which it is proposed that the proposed changes to law degrees come into effect.

The pre-admission PLT course will build upon the Pre-admission Skills which have been taught in law degrees. The pre-admission PLT course will be taught on the assumption that the Pre-admission Skills mandated for inclusion in law degrees, have been addressed in a foundational way in the law degrees.

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[27] *Legal Profession (Uniform Admission) Rules 2015* (NSW) sch 2 pt 3 r 7; see also r 5(a)(i).
[28] Letter from Acting Dean Tracey Booth to the Hon, Justice Anthony Payne, dated 30 October 2024, (pages and paragraphs not numbered).

The extensive subsequent consultations have currently persuaded us that two weeks would not be sufficient for the pre-admission PLT course, and that at least a three week course is required. Such a course would be undertaken after completing the law degree, noting that some law schools, such as the University of Newcastle Law School, integrate PLT into their law degree programs. This model would be able to continue.

A question then arises as to whether three weeks for the pre-admission PLT course would enable sufficient time to develop the Pre-admission Skills, or whether (say) a four week course should be mandated. We have been assisted by the PLT providers in considering what such a course might encompass. Notably, the College of Law (**the College**) provided a useful outline of what a three or four week course might encompass (based on an earlier iteration of the Skills Schedule). That outline is set out below as Annexure B. Self-evidently, what must be balanced here is on the one hand reducing costs and barriers to entry and, on the other, allowing sufficient time to cover and reinforce the desired content, including by allowing opportunities for participants to repeat activities or take more time for matters which they find difficult.

An overlapping issue also arises with respect to the transitional period from 2028-2032. If the incorporation of the Pre-admission Skills into law degrees occurs at the start of the 2028 academic year, first year law students who commence in that academic year will not complete their law degrees (which fully incorporate the Pre-admission Skills) until the end of 2030 (for LLBs and JDs of 3 years duration), 2031 (for degrees of 4 years duration) and 2032 (for LLB/double or combined degrees). It would, however, be undesirable for the introduction of the proposed pre-admission PLT to occur only from the beginning of 2031 and for the existing GDLP and GCLP qualifications to continue to be mandatory for law graduates for admission in NSW until then.

Nonetheless, law students graduating in 2027 and entering their PLT course in 2028 will not have completed a law degree which was designed and mandated to address the Pre-admission Skills, even recognising (as discussed) that many NSW law schools already teach practical skills to some extent. Law students graduating in 2028 through to 2030 (for three year degrees) through to 2032 (for five year degrees) will have been taught the Pre-admission Skills to some extent, with the coverage increasing over time.

The LPAB recognises that this will create challenges for law schools. We are confident, however, that law schools will be able to rise to those challenges. Of course, arrangements will need to be made during the transitional period to supplement that which was learned by each affected cohort.

There are different ways of addressing these transitional issues. For example, a significantly longer pre-admission course could be prescribed in the transitional period, but allowing PLT providers to consider giving some kind of advanced standing for graduates who could show they had studied the Pre-admission Skills to a significant extent in the course of their law degree. However, such a system would be complex, uncertain and unwieldy.

In our view the better approach is to provide for a longer pre-admission PLT course to commence in 2028. We propose an initial course duration of four weeks, preceded by up to a week's self-study, comprising pre-reading and viewing of preparatory materials (that is, not involving face to face teaching, but which students would be required to certify having read/viewed, and on which students would be assessed during the four week program).

That brings us back to how long the course should be after the transitional period. It is better not to decide that issue now, but to review it in say, 2029, after the new arrangements have been in place for at least one year. We envisage that, depending on what we learn from the introductory year, a shorter course could commence operation from 2030. Whether that course would be (for instance) three or four weeks in length could be considered at that time, with the benefit of lived experience.

Should the course be required to be taught in one consecutive block?

In the transitional period it is proposed that after completion of up to a week of self-study, the pre-admission PLT course be completed principally on an intensive face to face basis, ideally over four consecutive weeks. Doing so would enable participants to focus exclusively on the course. It would also have the ancillary benefit of facilitating the development of professional relationships (as discussed below).

However, we recognise the benefit of allowing some flexibility in this regard. It is therefore proposed that the first two of the four weeks for which attendance is required be conducted over consecutive weeks, but that the latter two weeks be able to be taught in shorter blocks. For example, the final fortnight could be undertaken in week long blocks at a subsequent time, or over weekends or evenings.

Face to face teaching mode and class sizes requirements

PLT should, in the majority of cases, be taught face to face. The legal profession has expressed significant concerns about the efficacy of wholly-online education "in facilitating engagement, interaction and interpersonal skills".[29]

We do not doubt that on-line learning can be well designed and structured. But it cannot replace face to face learning. Practising law involves the exercise of skills in person — in meetings, court or tribunal applications, negotiations, mediations, etc. In-person training simulates real life practice more closely. Learning skills outside of legal practice is already artificial, to some extent. Moving that training on-line compounds the artificiality. In-person learning also stimulates discussion with and feedback from fellow students and instructors both in class and, importantly, outside of class. Experience shows that that environment cannot be reproduced over an AVL link.

Biggs and Tang conclude that most people learn only 10% of what they read, only 20% of what they hear and only 30% of what they see, but they learn 50% of what they *see and hear* and 70% of what they talk over with others.[30] According to Biggs and Tang "[a]rguably the most powerful enhancement to learning is feedback during learning", and:[31]

> We learn through activating different sense modalities: Hearing, touch, sight, speech, smell and taste. The more one modality reinforces another, the more effective the learning ... The more

[29] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell AC, Chief Justice of NSW and the Hon. Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [44].
[30] John Biggs and Catherine Tang, *Teaching for Quality Learning at University* (The Society for Research into Higher Education, 4th ed, 2011) Table 4, 3, 63.
[31] John Biggs and Catherine Tang, *Teaching for Quality Learning at University* (The Society for Research into Higher Education, 4th ed, 2011) 64.

> teaching/learning activities tie down the topic to be learned to multiple sensory modes, the better the learning.[32]

Lawyers must learn to interact with people from a wide variety of backgrounds, including colleagues, other legal professionals and clients. As Dr Brian Grim has recently observed:

> We live in an age when we can connect with anyone, anywhere, instantly. Yet as our tools for communication have multiplied, something essential has become easier to overlook: the power of being in the same room … Faith, belief, and values are not abstract concepts. They shape how people build trust, make decisions, and define integrity. And while digital platforms help us exchange information, relationships — especially across belief systems — are built most powerfully face-to-face.[33]

Further, as some students study their law degree largely or entirely on-line, the inclusion of a face to face component in PLT is particularly important.

Face to face time is also critical to the development of relationships and to enculturation into the legal profession. This is particularly so where PLT is completed by cohorts who have not studied their law degree together — the time spent together face to face during PLT can perform an important role in developing the sense of camaraderie and belonging which is essential for a profession. We have received feedback, particularly from lawyers in regional areas, that the relationships formed during PLT create personal connections to colleagues with different specialisations, who later act as sounding boards for ethical and other professional conundrums, and who can act as agents or who can recommend other lawyers. These relationships are not just developed between students in the cohort but also ideally with practitioner instructors.

On-line learning is not an effective means to develop a collegial profession or the best means of simulation for the development of face to face and in-person skills. It is, of course, important for students to engage with the sophisticated technology of the contemporary work place and the Pre-admission Skills reflect the need to develop these skills. Face to face learning "facilitates the development of professional networks, and is essential in consolidating professional knowledge, customs and resilience."[34]

The LPAB is also aware of concerns about the impact of AI on the academic integrity of on-line forms of assessment.[35] The LPAB has sought to address this problem when accrediting law degrees by requiring a mandatory proportion of face to face or synchronous invigilated assessments in law degrees. The need to address AI cheating is a further reason why PLT should be conducted in-person with face to face and in-person assessment.

The LPAB has already mandated a minimum number of face to face in-person teaching days (15) in current PLT courses. The LPAB is cognisant of the contribution that flexibility in delivery, including blended and on-line learning, can make to equity and to accessibility of learning to

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[32] John Biggs and Catherine Tang, *Teaching for Quality Learning at University* (The Society for Research into Higher Education, 4th ed, 2011) 63.
[33] Brian Grim, 'Why Face-to-Face Matters…' (LinkedIn post, January 10, 2026) <https://www.linkedin.com/pulse/why-face-to-face-matters-even-more-digital-global-business-grim-s6mhe>.
[34] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell AC, Chief Justice of NSW and the Hon. Justice Anthony Payne, Presiding Member, LPAB, 30 October 2025, [45].
[35] See e.g. Ros Thomas, "Lobotomised by AI': lecturers blow whistle on AI cheating crisis as universities refuse to help', *The Australian Weekend Magazine* (Sydney, 7 February 2026) 16-21; Ros Thomas, "It's going to get ugly': is this the solution to AI cheating at uni?', *The Australian* (Sydney, 9 February 2026) 3; and Sally Rawthorne, 'Did AI kill the contract cheater?', *The Sydney Morning Herald* (Sydney, 8 February 2026) 14.

working students and those with carer or other responsibilities. A 2 year trial of a mandated 15 days of face to face teaching is presently taking place (in 2026-2027) in which current PLT providers teach primarily the skills component of their currently PLT program face to face. The results of this trial will be reviewed when it has been completed.

Whilst the LPAB considers that the proposed pre-admission PLT course should be taught face to face in small groups (of no more than 20:1 student teacher ratios), especially where foundation skills such as interviewing, negotiation and advocacy are performed and assessed, it has not presently concluded that there is a need for the LPAB to mandate a maximum staff to student ratio (for example a 20:1 ratio).

Exemptions from the requirement to complete the course face to face

During the 2 year trial currently underway, the effect of the limited exceptions for disability and exceptional circumstances which the LPAB has approved will be monitored to ensure consistency and the quality of delivery of material to those granted an exemption.

The LPAB's current view is that the Pre-admission Skills are inherent requirements of a lawyer. That conclusion will have implications for the granting of exemptions from the requirement to complete the proposed pre-admission PLT program face to face in the future.

Assessment in the pre-admission PLT program and consequences of failure

It is clear from the Survey and consultations that the current approach to assessment in PLT is not achieving the desired results. Change is warranted. A qualitative assessment scheme that is graded and has "clearly articulated and rigorously enforced alternative quality assurance mechanisms"[36] will form part of the proposed pre-admission PLT course. This could include, as a component, the introduction of a PLT examination prior to admission addressing practical legal knowledge and skills. We should stress that the LPAB is not proposing a mandatory test along the lines of the Solicitors Qualifying Examination 2 in England and Wales.

The pre-admission PLT course will not be "less rigorous"[37] than current PLT programs. For instance, providers will be expected to curtail the current practice of permitting students to resubmit assessments multiple times. Whilst the LPAB can accept that "[t]he ability to resubmit reduces stress",[38] students are being trained to be lawyers. Law is a profession which requires precision, attention to detail and timely delivery of accurate work. And coping with some degree of stress is an inevitable aspect of working as a legal practitioner.

A key reform which will make the pre-admission PLT course more rigorous than current PLT offerings is to ensure that participants can fail assessments and thus motivate candidates for admission to take the course seriously. It goes without saying that assessments should properly test whether the Pre-admission Skills have been acquired.

[36] Letter from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell AC, Chief Justice of NSW and the Hon. Justice Anthony Payne, Presiding Member, LPAB, dated 30 October 2025, [75].
[37] Letter from Acting Dean Tracey Booth of UTS Law School to the Hon. Justice Anthony Payne, dated 30 October 2024, (pages and paragraphs not numbered).
[38] Email from Jason Johnston, Law Student to Margaret Horan, Secretariat Officer, LPAB, 8 October 2025, (pages and paragraphs not numbered).

The PLT course would also require different forms of assessment to be administered. The LPAB accepts that written examinations completed under time pressure can test skills relevant to practice, in particular the need to perform urgent work, including giving urgent legal advice. However, assessments should not be limited to exams. As the Discussion Paper notes, every form of assessment disadvantages some students.[39] Some people perform more strongly in non-examination forms of assessment. A 100% exam approach would limit the focus to one assessment form, and poor exam technique or skills in completing written exams could disqualify an otherwise suitable graduate from admission. Moreover, an examination approach can also skew the whole focus of a course to passing the exam rather than learning to be a lawyer, and likely result in some current or new providers providing assistance to students to learn how to pass the exams by accessing previous papers and the like. Written exams would also not be the optimum sole means of assessing skills development. Competence in skills might best be assessed through completing and demonstrating those skills.

Bursaries, grants, fee relief and financial assistance to assist face to face attendance

The LPAB encourages the establishment of bursaries, grants, fee relief and financial assistance for disadvantaged students to assist students impacted by remoteness or financial hardship to attend face to face classes. These may include, for example, an option for a payment plan for PLT fees such as allowing for the payment of fees over 12 months in instalments. Another option may be for PLT fees to be reduced or eliminated where a graduate commits to work for 1-2 years in a rural area, an area of law which is in great demand, or similarly in a government funded or not for profit organisation.

In his 2026 Opening of Law Term Address, the Chief Justice drew attention to the fact that in its 2024/2025 accounts, the College of Law had retained earnings of almost $200 million and had secured a return of approximately $20 million in this financial year, highlighting the scope for significant further fee relief and other forms of assistance.

Mandating the incorporation of First Nations focused and led content into the PLT curriculum

It is not proposed to incorporate First Nations focused and led content into the PLT curriculum. The proposed Skills Schedule includes, as an essential skill, the ability to undertake communications "having regard to the nature of the audience, including with respect to life experience, sex, age, language ability, and their cultural, racial, religious and educational background". Further, law schools are currently required to abide by the Council of Australian Law Deans (**CALD**) 2020 Statement on Australian Law's Systemic Discrimination and Structural Bias Against First Nations Peoples[40] and the CALD Statement on Racism and Law Schools[41] and there is commonly a substantial focus on First Nation's peoples in law degrees. As the legal profession is increasingly varied, the interactions and the context in which members of the

[39] Sally Brown and Peter Knight, *Assessing Learners in Higher Education* (Routledge Farmer, 2004) 23-24,35, 63-64 esp 64.
[40] 'Statement on Australian Law's Systemic Discrimination and Structural Bias Against First Nations Peoples', *Council of Australian Law Deans* (Web post, 9 December 2020) <https://law.unimelb.edu.au/news/iljh/cald-statement>.
[41] 'Statement on Racism and Law Schools', *Council of Australian Law Deans* (Web post, 31 January 2024) <https://cald.asn.au/first-peoples-partnership/>.

profession may interact with First Nations' clients will vary significantly. Factors such as the location and nature of practice will impact on the frequency and type of these interactions.

Need for cooperation by law schools with PLT and PALT providers

More generally, we consider there should be an improved level of communication and dialogue between law schools and PLT Providers — and also among law schools, PLT Providers and providers of PALT — to avoid a repeat of the siloed approach to legal education and training which has led us to the current situation. The LPAB envisages that law schools and PLT Providers will work together so that PLT Providers can build upon the Pre-admission Skills developed in law degrees in an informed, clear and structured way.

6. Post-admission legal training

The LPAB's proposal

The LPAB's proposal for PALT is as follows:

(1) All newly admitted lawyers would still be required to hold a restricted practising certificate issued by the Law Society.

(2) This certificate would continue to require supervision in the first years of practice but might also limit practice to certain specified activities until the additional 15 hours of PALT have been undertaken in each of the first two years. The restrictions might apply, for example, to performing certain tasks unsupervised, appearing in contested hearings and signing (or signing off on) legal advices. This approach seeks to ensure that early-career lawyers practise under appropriate supervision and continue to develop their skills in a structured environment and in areas most appropriately targeted to their interests/desired practice areas. The system would function similarly to medical internships, where new professionals operate under progressive oversight before full independence.

(3) Lawyers on a restricted practising certificate would be required to complete compulsory, structured PALT courses focused on relevant practice areas. It is envisaged that new entrants would be mandated to complete 15 hours of in-person practical legal training over each of the first two years of their admission — i.e. 15 hours per year of PALT in addition to the existing CPD requirements for NSW lawyers (which would remain unchanged by these reforms). PALT would involve completing two specialist 7.5 hour in-person courses in each of the first two years. Each course would be preceded by set readings. Whilst each 7.5 hour course might ideally be undertaken on one day, that would not be compulsory (e.g. it could be split into two or three evening sessions).

(4) Each course may develop skills essential to the work that the lawyer is employed to do in 4 separate subject areas or build expertise in a single area of specialisation. Which courses are appropriate may depend on the work that an admitted lawyer is doing in practice.

(5) The objective is that new entrants to the legal profession develop specialised practical skills which specifically relate to their discipline/area of practice. Unlike the current Competency Standards, which provide for limited specialist elective areas, options should be broad enough to meet the practical needs of contemporary lawyers within subject specialisation and relevant areas of practice. It is envisaged that there could be targeted studies for government lawyers, not-for-profit/community legal centres, in-house counsel, as well as courses targeted on suburban, remote and regional and small/medium and large firms and courses focussed on specialist discipline areas (such as, for example, criminal law, immigration law, insurance law, insolvency, family law, wills and estates and property law).

(6) These courses should be accredited by the Law Society. The Law Society may wish to administer and offer the courses itself. The courses could also be offered by existing PLT providers, government agencies, universities, and law firms or groups of law firms, all subject to accreditation by the Law Society.

(7) The courses should include assessments which the course attendees can fail. This should encourage course attendees to take the course seriously and engender confidence in the outcomes on the part of both employers and consumers of legal services.

(8) Unlike traditional FEE HELP-funded programs, this ongoing PALT would be self-funded by participants or paid for by their employers, with potential tax deductions for course fees, save in the case of students who opt to complete a combined pre-admission and post admission course designed, for example, by an existing PLT provider for which AQF8 certification and FEE-HELP would be available.

(9) The training should be conducted in person. That approach facilitates participation and serves to achieve not only the pedagogical benefits of face to face and in-person learning but the relational benefits for the legal profession of interactions between members of the profession sharing practice or discipline areas.

(10) These PALT sessions will need to be made available in regional as well as suburban and city locations, and offered at times convenient for early career lawyers such as in the evenings and on weekends.

(11) Mid-level and senior and retired members of the Law Society would be strongly encouraged to participate in such programs, as a way of giving back to the profession and to ensure competence, skill and integrity in the delivery of training.

(12) Employers will be expected to be involved and to supervise early career lawyers:

a. Employers would be required to provide structured oversight and mentoring for lawyers on a restricted practising certificate.

b. The degree of employer involvement could be formalised through mandatory supervision reports, structured training plans and performance assessments.

A draft PALT family law program has been developed by a group of practitioners, to be delivered over 4 separate days to new graduates over their first 2 years. This draft program is reproduced in Annexure C to illustrate how a PALT course might be structured. It should be noted that the

draft family law program involves a newly admitted lawyer undertaking all four of their required courses in one subject matter area — that would not be a PALT requirement (see further below).

PALT is not Continuing Professional Development (CPD) and will involve assessment

PALT is intended to be distinct from (and additional to) CPD as it currently operates.[42] CPD is not accredited by the LPAB, the Law Society or the Bar Association. It is inherently *ad hoc* in nature.

PALT will be separately designed in specific courses. A "clear and structured framework"[43] will be designed for each course. Whilst there may be grounds for the review of CPD, which will continue to operate after these reforms are in place, the present focus is on remedying the deficiencies in PLT identified in the Survey, consultations and in the Discussion Paper.

PALT will be more practical and rigorous than current CPD and each course will include a qualitative assessment scheme that is graded. PALT courses will not comprise "older … retired practitioners simply telling war stories."[44]

Lawyers who fail their PALT courses will not be able to obtain an unrestricted practising certificate and will need to repeat and pass the required courses. Rules will need to be developed to govern that situation.

Specialisation to assist, not to restrict

PALT is not intended to restrict new lawyers to particular practice areas. It is intended to enable new graduates to develop skills which are relevant to the particular practice areas or types of practice in which they are working.

It is proposed that a lawyer may choose to complete their mandatory PALT in up to 4 specialisations or to undertake several training courses within the same specialisation.

PLT students currently have limited electives — they must choose two of eight mandated electives the content of which is set out in detail in Schedule 2 of the Admission Rules. A significant problem with the delineation of electives in this way is that they do not come close to covering the fields of legal practice, and this approach has acted to stultify the development of training in other areas. PALT will be offered in a range of practice areas and disciplines in order to meet the needs of the legal profession in 2026 and beyond.

Lawyers can practise in areas which they have not studied in their law degree or PLT. This is intended to continue under PALT. PALT will not restrict new lawyers to work in the particular practice areas the subject of their PALT courses. It will help develop skills relevant to the work in which they are engaged at the time that they undertake PALT. However, lawyers would be able to

[42] 'Continuing Professional Development', *The Law Society of New South Wales* (Web page) <https://www.lawsociety.com.au/practising-law-in-NSW/working-as-a-solicitor-in-NSW/your-practising-certificate/CPD>.
[43] Shirley Southgate, Chair on behalf of the Board of APLEC, "Australasian Professional Legal Education Community submission in response to the LPAB Discussion Paper on PLT Reform" (undated, pages not numbered) [10].
[44] Professor Belinda Bennett, Head of School and Dean, School of Law and Justice, University of Newcastle and Sarah Breusch, Director, University of Newcastle Legal Centre, Program Coordinator, Graduate Diploma of Legal Practice, University of Newcastle, "Submission by the School of Law and Justice, University of Newcastle, in response to the Discussion paper on PLT reform 2025" (30 October 2025) (pages and paragraphs not numbered).

transition to new practice areas (as they are currently able to do) when they have completed PALT. It is intended that specialist skills be focussed in particular areas so that they are meaningful and helpful but not so restrictive as not to be transferrable.

As is the case now, lawyers who change practice areas may wish to undertake further studies in relation to their new practice area. The PALT courses should be open to lawyers who have already successfully completed their mandatory PALT courses.

Locations for delivery of the PALT courses

PALT courses must be offered in the regions as well as cities. Our discussions with law schools, the Law Society and PLT providers and others encourage us to believe that doing so is eminently feasible.

Potential impact of cost and time of PALT on employment opportunities

Whilst there will be time and costs involved in the required additional PALT, the LPAB does not consider that this will discourage employers from employing newly admitted lawyers. As new lawyers will be required to complete a shorter pre-admission PLT course rather than the currently required GDLP or GCLP (which are costly, lengthy, and for which not all receive FEE-HELP) the proposed reforms are expected to encourage rather than discourage employing new graduates. Conversely, as noted above, the LPAB's proposal does not preclude the provision of this training as part of a potentially FEE-HELP attracting GCLP or GDLP. Furthermore, it is possible that some academic institutions might seek to offer LLM courses which incorporate teaching sufficient to meet the PALT requirements.

It would reasonably be expected that many employers will meet the cost of this training, which will be directly relevant to the work of their employees and should therefore be a deductible expense. Unlike the current PLT qualifications, PALT will be directly relevant to the particular discipline or practice area in which the lawyer is employed. Where employers are not willing to meet the costs of PALT, such costs should attract tax deductions for the new lawyers, being directly related to work.

The role of supervisors post-admission

The proposed model seeks to introduce some rigour and consistency to supervision post-admission.[45] Such reforms are needed, whether there be changes to PLT or not. These reforms are not intended to impose unreasonable burdens on employers and the reforms should factor in the capacity of employers to supervise.

Clear guidelines are needed for lawyers who act as supervisors as to their role, the expectations placed on them and their supervisee's ability to perform identified tasks and suitability to have the restrictions on their practising certificate removed. There will be rigour in relation to

[45] It should be noted that the Solicitors Regulation Authority imposes obligations on law practices in England and Wales to supervise client matters (see SRA Code of Conduct for Firms, para 4.4; SRA Authorisation of Firm Rules, rule 9.4).

supervising but this does not involve "[s]hifting training and assessment to employers."[46] Supervisors may be expected to provide guidance to their supervisees on their choice of PALT, but that training will be delivered in accredited courses.

Some have argued that supervisors must themselves complete mandatory training. The LPAB has been in discussion with the Law Society in relation to the supervision training programs which it runs. Training on supervision may itself be included as a condition of removing conditions on practising certificates. If such training requirements are introduced they should be grandfathered and not mandated for experienced and good supervisors, except as a response to (sustained) complaints from supervisees.

There is no intention to return to articles

Whilst the LPAB proposes an increased focus on the role of supervising lawyers there is no intention to return to articles in form or in substance. The increased focus on supervision is not a return to articles but a recognition that the role of supervisors must have more rigour around it than either supervision of workplace experience during PLT or post-admission currently attract. Supervisors should know the graduate lawyer they are supervising sufficiently to recommend the areas they should study in their post-admission training and to certify that they are appropriate for removal of practice conditions.

PALT and candidates for the Bar

Lawyers admitted to the profession, after completion of their law degree and the proposed PLT pre-admission course, who wish to seek admission to the Bar in NSW within their first two years following admission, will not be required to complete the proposed mandatory PALT for newly admitted lawyers. So much follows from the proposal that PALT requirements be addressed by way of conditions being imposed on practising certificates granted by the Law Society. Candidates for admission to the Bar are in any event required to complete the Bar Association's requirements to obtain a practising certificate as a barrister.

PALT, CPD and PMC

The LPAB recognises that, ideally, PLT reform would occur as part of a holistic review of all facets of legal education. Ideally this would incorporate a review of law degrees, PLT, PALT, CPD and PMC. However, the shortcomings of the current PLT system require urgent attention — that is the immediate issue the LPAB is addressing. The LPAB has also been informed by the Law Society that the PMC is under review. The LPAB has therefore confined its comments to the matters discussed below.

If a solicitor wishes to engage in legal practice as a principal of a law practice, they must complete an accredited PMC that meets guidelines set by the Law Society of NSW, in addition

[46] Shirley Southgate, Chair on behalf of the Board of APLEC, "Australasian Professional Legal Education Community submission in response to the LPAB Discussion Paper on PLT Reform" (undated, pages not numbered), Executive Summary [8].

to the removal of the supervised legal practice condition on their practising certificate.[47] The Law Society's PMC is intended to teach participants "how to run an efficient and cost effective practice by employing business management skills, quality systems, and informed leadership strategies."[48] It has three components: pre-program topics, a three day program and self-guided topics. The pre-program topics and related activities are completed online prior to the three-day program and are intended to help participants for the three day program. The three-day program is delivered in two formats:

- **Blended learning**: this takes place over three face-to-face days and includes activities and readings completed online during that time.
- **Online**: this involves three full-day sessions completed online including a program of interactive live webinars and online activities and readings.

Students can complete several self-guided topics, including the Trust Accounts Final Exam. To pass the PMC, participants must attend the three-day program (either online or face-to-face) and complete all pre-program and self-guided topics, including the Trust Accounts Final Exam.[49]

An issue that arises is whether there should be any additional qualifications or changes to the PMC course, given that it is intended that the pre-admission PLT course would focus less on Trust and Office Accounting. If so, this could involve:

(1) A postgraduate qualification in legal practice management.

(2) Additional financial and regulatory training before being allowed to manage client funds.

The objective would be to ensure that that only experienced practitioners with sufficient training might take on high-risk responsibilities such as handling trust accounts.

7. Regulatory changes necessary to effect the Board's proposal

Section 17(1) of the *Uniform Law* requires, as a condition for the issue of a compliance certificate, that the applicant complete the "specified academic qualifications prerequisite" and the "specified practical legal training prerequisite". The former is defined in rule 5(1) and Schedule 1 of the Admission Rules. It comprises the Priestley 11 subjects (including the topics required by LACC's *Prescribed Areas of Knowledge* to be covered). The latter is defined in rule 6 and Schedule 2 of the Admission Rules.

The LPAB has received from the Admissions Committee of the Legal Services Council a helpful summary of possible changes required to give effect to the changes in teaching practical skills it has identified. Its table of possible changes is set out below in Annexure G.

[47] Practice Management Course (Discretionary Condition); *Uniform Law* s53*; Legal Profession Uniform General Rules 2015* (NSW) r16(b)(ii)).
[48] 'Lawinform – Practice Management Course', *Law Society of New South Wales* (Website), <https://www.lawsociety.com.au/professional-development/CPD/practice-management-course>.
[48] Ibid.
[49] Ibid.

Embedding foundational practical skills in University courses

The current regulatory framework only prescribes the compulsory elements of the specified academic qualifications prerequisite, leaving it to the discretion of the admitting authority to decide whether any additional content should be taught by an accredited law course provider. The Board is entitled to require, as a condition of accreditation, that law courses in NSW include the recommended foundational elements of practical training.

Whilst the Admissions Committee has suggested that legislative change may be necessary to introduce the embedded skills in law courses, the LPAB's present view is that there is no need to amend the existing legislative framework. This is particularly so in light of proposed changes to the Accreditation standards for Australian Law Courses. It is possible that further, more specific, changes to Accreditation standards for Australian Law Courses could be introduced to make even clearer the requirements to embed foundational legal skills in accredited law courses.

The LPAB has consulted with all NSW Law Schools about the proposed embedded skills and, as noted above, we are confident that they can be introduced as planned in 2028.

Pre-admission PLT

The "specified practical legal training prerequisite" is defined in rule 6(1) of the Admission Rules, and comprises:

> acquiring and demonstrating an appropriate understanding and competence in each element of the skills, values and practice areas—
>
> (a) set out in Schedule 2, or
>
> (b) otherwise determined by the Admissions Committee after consulting each of the Boards.

Schedule 2 in substance reproduces LACC's *Competency Standards for Entry-level Lawyers*. As we have explained, the LPAB considers that the Competency Standards are no longer fit for purpose and should be replaced by the Skills Schedule set out in this Interim Report.

Ideally, Schedule 2 of the Admission Rules would be amended to replace the PLT competency standards (along with amendments to the underlying LACC document) with the practical knowledge and skills matrix set out in the Skills Schedule in this Interim Report. Consequential amendments would be made to the accreditation requirements set out in the Uniform Standards for PLT Courses and Providers (LACC document) and other LACC documents (e.g. Standards for PLT Workplace Experience, Guiding Principles for Integrating Academic and PLT Courses).

We are persuaded, however, that the Skills Schedule (in its final form after completion of all consultations) could be added as an alternative to the existing *Competency Standards for Entry-level Lawyers,* permitting accrediting authorities, if they so choose, to continue to use the existing Competency Standards to accredit PLT providers. This would involve adding the Skills Schedule as an additional pathway in the LACC PLT Competency Standards and Schedule 2 to the Admission Rules.

In Schedule 2, as part of this pathway:

- the Skills Schedule would replace the competencies;
- references to Level 8 qualification under the Australian Qualifications Framework would be removed; and
- credit would be given for workplace experience undertaken whilst completing a law course and prior to commencing PLT (this would also be reflected in amended Standards for PLT Workplace Experience).

Pre-admission PLT courses intended to satisfy the new alternative pathway would require accreditation by the relevant regulatory body in each jurisdiction.

Legislative changes necessary to effect the LPAB's recommended changes to post-admission PLT

Section 53 of the *Uniform Law* empowers the Law Society to "impose discretionary conditions on an Australian practising certificate granted in this jurisdiction in accordance with the Uniform Rules". That power has been used for many years to require those wishing to practise as a principal of a law practice to undertake the PMC.

Whilst the Admissions Committee has suggested that legislative change may be necessary to introduce PALT, the LPAB considers that it would be possible for the Law Society to require, as a discretionary condition, that those wishing to hold an unrestricted practising certificate undertake and pass the proposed post-admission practical training proposed in this Interim Report.

8. Steps continuing to be taken

The LPAB views this Interim Report as an important step in its ongoing process of developing a proposal for positive change. It is anticipated that further discussions and consultations will take place, particularly on the national level.

Subject to those ongoing consultations, and potential refinement of its proposals, the LPAB anticipates that the next major step will be the development of concrete proposed regulatory changes to give effect to the proposals outlined in this Report.

There are also more specific steps which are ongoing, as summarised here.

Consultation on the Schedule

The Skills Schedule identifies the core skills required of applicants for admission who have completed their law degree and pre-admission PLT course.

The LPAB has undertaken extensive consultations on the content of the Skills Schedule, having circulated earlier iterations of the documents in December 2025 and January 2026.

The Skills Schedule annexed below (Annexure A) takes into account all of the submissions received, other research and resources, and subsequent consultations with a group of

experienced lawyers, members of the judiciary and representatives from the Law Society. Needless to say, it may evolve further in light of any further submissions or comments received.

The focus of the next stage of consultations is identifying the particular skills required to be embedded at a foundational level during university law courses and those practical skills for which assessments will be mandatory during a law course.

Developing a framework for work placements

A framework for work placements, their assessment, model Learning Outcomes and the role, duties and responsibility of supervisors is being developed by a group of experienced lawyers, members of the judiciary and representatives from the Law Society.

PALT options

Family Law and Dispute Resolution PALT course structures are being developed as models for the development of PALT in other specialist areas of practice by a group of experienced lawyers, members of the judiciary and representatives from the Law Society. These additional areas may include e.g. criminal law, commercial law, litigation and dispute resolution, property, succession and estates. PALT courses could also be developed for different types and places of practice, e.g. community legal centres, government lawyers, corporate lawyers, large, medium and small law firms, suburban and rural practices.

Meeting with law schools and PLT providers

Consultations with law schools and PLT providers about implementation of the LPAB's proposals have taken place (see Annexures D and E) and are ongoing.

9. Conclusion

The Survey and the consultations and discussions which have taken place, and which are discussed in the Discussion Paper and in this Interim Report, demonstrate a clear and pressing need for reform of practical legal training. There is also an appetite for reform, and a willingness to contribute to its success, in the profession, law schools, PLT providers and regulatory bodies. That need and that willingness extends beyond PLT programs.

The LPAB's reform proposals have been generally well received. The LPAB is optimistic that reform can not only be put into place but that these reforms can improve quality, lower barriers to entry to the profession and improve the overall training and skills of entry level lawyers. This will benefit not only new lawyers but the profession and the community more broadly.

Annexure A – Skills Schedule

Practical knowledge and skills expected of a person seeking admission as an Australian lawyer

This table seeks to identify the practical knowledge and skills expected of persons seeking admission after they have completed their law degree.[50]

On admission all lawyers are required to work under the supervision of a suitably qualified legal practitioner. The practical skills and knowledge set out below assume that those skills will be exercised to a standard appropriate to a newly admitted lawyer subject to proper supervision.

It is proposed that all of these requirements would need to be addressed in the pre-admission PLT course unless otherwise indicated in the "Comments" column.

Most of these requirements should also be capable of development in the context and course of obtaining a law degree. That issue is addressed in the third column of the table. That does not mean that all of the skills and knowledge would be obtained to the level appropriate for an entry level lawyer by virtue only of university study. However, the development of practical knowledge and skills should be seen as part of legal education from the beginning. The matters listed below should be capable of being introduced to students in law degrees before being developed and reinforced in the pre-admission PLT course (leaving aside matters which are indicated as being ones only for universities and not for the PLT course).

The comments in the third column are suggestions as to which Priestley 11[51] subjects could address the relevant knowledge/skill. It is not suggested that such knowledge/skills can only be addressed in Priestley 11 subjects, nor that they should be addressed in all of the subjects identified. Nor would all of the listed matters necessarily have to be *assessed* by universities, although the extent to which they were assessed could be considered as part of the accreditation process.

[50] For the purposes of this table, the term "law degree" refers to an accredited *Diploma in Law*, *Bachelor of Laws* or *Juris Doctor* Degree.

[51] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the *Legal Profession Uniform Admission Rules 2015* (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject.

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects)	Comments
Communication	(i) Ability to take instructions from a client in person in relation to a simple legal matter	This could be addressed in any of the Priestley 11 subjects	We had previously included separate reference to the ability to take instructions from a client in relation to a simple contract or corporations/partnership matter. However, we accept the suggestion made in consultations that that ability is really a species of (i).
	(ii) Ability to provide advice to a client in relation to a simple legal matter, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client	This could be addressed in any of the Priestley 11 subjects	
	(iii) Ability to interview a witness and prepare a witness statement or affidavit	Criminal Law and Procedure, Civil Dispute Resolution	
	(iv) Ability to engage in professional communication with other legal practitioners	Ethics and Professional Responsibility; although this could be addressed in any of the Priestley 11 subjects	
	(v) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the PLT course

	(vi) Ability to undertake such communications with clients, practitioners and others: (a) in formal documents (ee.g. letters), electronically (ee.g. emails) and by direct interaction (in person, by phone or on-line); and (b) having regard to the nature of the audience, including with respect to life experience, sex, age, language ability, and their cultural, racial, religious and educational background		These abilities attach to the previously listed communication abilities.
Client relationship	(i) Understand the need to know, relate to, and service the needs of clients, doing so in a practical way taking account of the client's characteristics, financial position and objectives	Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	
	(ii) Understand the need to maintain independence as an officer of the court when doing so	Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	
Collaboration	Ability to work with colleagues within a team	Development of this basic skill could be facilitated in any of the Priestley 11 subjects	The practical skills and knowledge covered would include: developing collegiality; wanting to understand other perspectives and to receive feedback; the team nature of legal practice from working with support staff, to working with more and less experienced colleagues and working with counsel.

Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter	Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	
	(ii) Understand the importance of creating in a timely manner and keeping written records of interactions with clients and of all steps taken in any matter	Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	
	(iii) Understand the importance of keeping the client informed in a timely manner of all significant developments in a matter	Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	
	(iv) Ability to manage time and to prioritise tasks effectively, taking account of the need to ensure that costs charged to clients are reasonable and proportionate	Development of this skill to some degree should be inherent in higher education. Insofar as it has an ethical dimension, it could be touched upon in Criminal Law and Procedure, Civil Dispute Resolution, Ethics and Professional Responsibility	We had previously considered deleting the reference to managing time and prioritising tasks effectively, on the basis that it was a generic skill. However, its inclusion can be justified as having an ethical dimension, in particular as an aspect of not over-servicing clients.
Court processes, etiquette and advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application, with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure. It could also be touched on in other subjects, e.g. Administrative Law.	In the civil area this could involve e.g. dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve e.g. a bail application. It is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day.

			For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing in a court (for at least 1 day) and prepare a file note report on what occurred.
	(ii) Understand when and how it is appropriate to communicate with a judicial officer in a court matter	Ethics and Professional Responsibility, Civil Dispute Resolution, Criminal Law and Procedure	
Negotiations	(i) Ability to participate in a settlement negotiation of a simple commercial dispute	Civil Dispute Resolution	
	(ii) Ability to participate in a negotiation of the terms of a simple contract	Contracts	
Drafting legal documents	(i) Ability to draft a simple contract	Contracts	We had previously included a separate ability of drafting a client retainer agreement. However, we accept the view expressed in consultations that retainers are generally based on firm-specific precedents, and it is neither practical nor necessary to expect an entry-level lawyer to be able to draft one.
	(ii) Ability to draft a simple Summons or Statement of Claim	Civil Dispute Resolution	
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision	Development of this skill should be inherent in obtaining a law degree	Not required to be addressed in the PLT course.

	(ii) Ability to locate leading authorities relevant to a legal issue	Development of this skill should be inherent in obtaining a law degree	Not required to be addressed in the PLT course.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession – tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)	Ethics and Professional Responsibility	Not required to be addressed in the PLT course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession". A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	
	(iii) Ability to prepare a short written advice on a simple fact scenario raising an ethical issue	Ethics and Professional Responsibility	
	(iv) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include

			providing fee estimates, and the importance of accurate time recording (where used).
	(v) A basic knowledge of the principles relating to solicitors holding money on trust	Ethics and Professional Responsibility	
	(vi) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	
	(vii) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty, to adapt to change and to cope with stress	Ability to address these matters should be inherent in obtaining a law degree	This could encompass issues of having a trauma-informed practice. That particular aspect may be appropriately addressed in the pre-admission PLT course.
	(viii) Knowledge of the nature of claims made against lawyers and of methods to manage risk	Ethics and Professional Responsibility	
	(ix) Understand the importance of continuous learning, improvement, curiosity, flexibility, humility, ability to respond constructively to feedback, being self-critical and having a willingness to ask for help	Ethics and Professional Responsibility. More generally, learning to appreciate these attributes should be inherent in obtaining a degree.	
Responsible use of technology	Understand appropriate use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security	Ethics and Professional Responsibility. Addressing the appropriate use of AI is also inherent in modern higher education.	The ability to use basic computer systems such as Word/ Outlook/ PowerPoint etc now goes without saying.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to be comprehensive with the aim of identifying realistic and achievable knowledge and skills. We		

	do not want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included a suggestion about "litigation philosophies" (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement) or costs orders. We cannot duplicate everything in the Priestley 11 here and costs should be covered there in Civil Dispute Resolution ("The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills. We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills Critical thinking and problem solving. These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestations, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery". These matters are important but they are getting too granular. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. It is also the subject of CPD requirements post-admission, and is generally addressed by universities pre-admission. In that light, and taking account of the need not to try to crowd too much into this list, we have not included it.		

	Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		

Annexure B – Design of Four Week Course

Each of the existing PLT providers have been invited by the LPAB to suggest a curriculum for the four week course.

The College of Law

The College's suggested curriculum is as follows:

This outline sets out the suggested content and possible timetable for a 4 week PLT program to be undertaken immediately prior to admission as an Australian lawyer. It is very much a first, and tentative, draft.

In developing this outline a 'point-in-time' approach has been taken – that is, the outline seeks to identify and address those skills and capabilities that are most important to address at the point-in-time immediately preceding admission to the legal profession.

The outline has been prepared –

- in accordance with the *Draft Practical Knowledge and Skills* matrix developed by the LPAB's PLT Working Group;
- on the assumption that substantial practical instruction will be delivered during a law graduate's LLB or JD studies; and
- on the further assumption that some areas addressed during the LLB or JD should be refreshed and reinforced via practical application in the PLT program, given that it will be 1-3 years since students have studied the relevant material in their LLB or JD.

A 3 week alternative could be achieved by deleting the 5 days highlighted in **orange** in the timetable, although it is suggested that removing these 5 days would significantly impair students' opportunity to practise, develop and reinforce the desired skills and capabilities. It would also reintroduce the risk of a 'once over lightly' approach that was criticised in the LPAB Discussion Paper in the context of current PLT programs.

The student activities listed in the timetable are examples only. Any activities included in the program would require careful design to ensure that all desired learning outcomes were achieved.

Assessment - it is proposed that a selection of these activities would be progressively assessed, supplemented by a final assessment activity on the last day of the program.

Outline of content mapped to LPAB matrix

Subject	Content	Days	Alignment with LPAB Matrix
Realities of Legal Practice	• Professionalism and professional conduct • Ethics in practice • Client relationships • Record keeping and matter management – using AI • Risk management • Problem solving • Wellbeing • Trauma informed practice	4	• Ethics and Professional Responsibility • Communication • Record Keeping and Matter Management • Use of Technology

Core Skills	• Client interviewing • Negotiation and dispute resolution • Writing and drafting – including AI • Advocacy – including court etiquette and procedure, conducting a defended hearing • Collaboration	7	• Communication • Collaboration • Court Processes, Etiquette and Advocacy • Dispute Resolution • Drafting Legal Documents • Use of Technology
Legal entities	Advising clients on choice of entity – • Sole traders • Partnerships • Companies • Trusts	1	• Communication • Drafting Legal Documents • Collaboration
Drafting and advising on contracts	• Identifying the parties • Types of contract • Preliminary agreements Forms of contract – including deed • Structure - including boilerplate clauses • Legislative requirements • Drafting contracts with AI • Interpreting contracts	2	• Communication • Drafting Legal Documents • Use of Technology
Civil Litigation	• Analysing the case • Advising the client • Taking witness statements • Commencing proceedings • Defending proceedings • Briefing counsel • Drafting court documents • Costs • Interlocutory applications • Documenting settlement • Enforcement of judgment	5	• Communication • Collaboration • Record Keeping and Matter Management • Court Processes, Etiquette and Advocacy • Dispute Resolution • Drafting Legal Documents • Ethics and Professional Responsibility • Use of technology

Possible 4 week timetable

Day	Content	Example student activity	Hours
1	Professionalism and professional conduct	• Research exercise on meaning of 'professionalism' • Application of professional conduct rules to a variety of scenarios	4

	Ethics in practice	• Role play of dispute relating to breach of undertaking	3
2	Ethics in practice	• Design of an information barrier to address a conflict of interest • Present a pitch to firm to obtain support for a pro bono proposal addressing relevant risks and concerns	7
3	Managing client relationships	• Addressing a communication issue • In groups develop strategy for managing client expectations Role play a difficult conversation with a client	2
	Record keeping and matter management	• Draft a file note based on an interview • Evaluate an AI tool to assist in matter management	3
	Risk management	• In groups review a client scenario, identify potential risks using a risk matrix, and develop strategies to mitigate or reduce those risks	2
4	Problem solving	• In groups collaborate to analyse multiple client scenarios using a structured framework and propose recommended course of action	3
	Wellbeing and resilience		3
	Trauma informed practice		1
5	Client interviewing	• Role plays of interviewing clients in a variety of scenarios with self and peer assessment	7
6	Negotiation and dispute resolution	• Role plays requiring negotiation in a variety of scenarios	7
7	Negotiation and dispute resolution	• Participation in a mediation of a commercial dispute	7
8	Writing and drafting (including professional use of AI)	• Exercise in plain language drafting • Drafting a letter without AI then using AI to improve the draft • Developing prompts to improve output from an AI engine	7

		• Drafting a special condition in a contract	
9	Drafting and advising on contracts – • Identifying the parties • Types of contract • Preliminary agreements • Forms of contract – including deeds • Structure - including boilerplate clauses • Legislative requirements	• In groups – analysis of a scenario to design and construct an appropriate contract	7
10	Drafting and advising on contracts • Drafting contracts with AI • Interpreting contracts	• Exercise on using AI to assist in contract drafting • • Exercise in interpreting clauses in standard form sale of land and sale of business contracts • • Analysis of a commercial and an employment contract to advise a client	7
11	Legal entities – advising client on choice of entity • Sole traders • Partnerships • Companies • Trusts	• In groups - preparation of a written advice to client on most suitable entity for a new business • Oral presentation of the advice	7
12	Advocacy • Court etiquette and procedure • Mentions and adjournments	• Role plays of simple court appearances, recorded with video feedback	7
13	Advocacy • Theory of the case • Preparation for trial • Evidence in chief • Cross-examination • Re-examination • Opening and closing submissions	• Role play exercises in examination and cross-examination of witnesses • In groups develop theory of the case in a defended criminal matter • Prepare for trial	7
14	Advocacy	• Conduct a defended criminal trial	7
15	Civil Litigation • Analysing the case • Advising the client • Commencing proceedings	• Prepare proofmaking analysis of plaintiff case • In groups prepare advice to client • Draft statement of claim	7
16	Civil Litigation • Defending proceedings • Briefing counsel • Default judgment	• Draft a defence • Prepare brief to counsel	7

17	Civil Litigation • Taking witness statements • Drafting court documents – orders and affidavits – AI restrictions • Using affidavit evidence	• Interview a witness and settle statement • Draft affidavit	7
18	Civil Litigation • Costs • Documenting settlement • Enforcement of judgment	• Draft advice to client on costs • Advise client on suitable methods of enforcement	7
19	Civil Litigation • Interlocutory applications	• Analyse the case • Prepare notice of motion and affidavits • Prepare submissions • Conduct a defended interlocutory application	7
20	Final assessment	• Students prepare and perform final assessment task incorporating ethical awareness and written and oral communication skills	7

University of New South Wales (UNSW)

UNSW provided a detailed suggested curriculum on a "Commercial In Confidence" basis.[52] UNSW has also provided a higher-level design for 3 and 4 week PLT courses suitable for publication which are set out below.[53] These program structures were provided as annexures to a paper headed "*UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models*." This paper included written submissions.

In summary UNSW makes the following submissions:

Not enough time

Three to four weeks would be insufficient time to develop the Schedule Skills to a standard suitable for admission to the legal profession. UNSW submits that "this kind of learning is best developed over a longer period."[54] It needs repetition, application, and assessments which increase in complexity over time. [55] Learning new skills and undertaking new tasks in 3-4 weeks "risks being superficial." [56]

[52] Email from Professor Andrew Lynch, Dean, UNSW Law & Justice, to the Hon. Justice Anthony Payne, 27 February 2026.
[53] Email from Professor Andrew Lynch, Dean, UNSW Law & Justice, to the Hon. Justice Anthony Payne, 5 March 2026.
[54] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 1.
[55] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 2.
[56] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 2.

Need to articulate standards[57]

There is a need to articulate the standard of competency in the Schedule Skills to be achieved by students.

Dependence on law degrees[58]

For the Schedule Skills to be embedded in law degrees UNSW submits that there needs to be:

- A clear articulation of each of the Schedule Skills to an admission level standard;
- Progressive development of the Schedule Skills across Priestley subjects;
- Academics teaching applied professional skills outside their discipline expertise;
- Significant curriculum reform.

Students who have completed law degrees which have fully embedded the Schedule Skills would not graduate until about 2031 if they are implemented in 2028. Before that happens, PLT would not be a "capstone" and it would be too short at 3-4 weeks.

Equity[59]

Requiring PLT to be completed face to face raises equity and access issues for students who fall ill or have other unavoidable disruptions, or for those who have care or work responsibilities or disabilities.

Resource intensity[60]

Teaching, feedback and marking a 3-4 week intensive PLT program would be resource intensive.

Optimum Duration[61]

Whilst 3 weeks would be an inadequate period of time, the addition of a further week may be prohibitive for working students. Split models (with breaks between intensives) might assist as might online components.

Watershed[62]

These reforms will not achieve Bell CJ's ambition of making practical training "fit for the 21st century."[63] Legal practice is no longer face to face and the proposed requirement for face to face teaching and the Schedule Skills "risks tying reform to older conceptions of what legal practice looks like." UNSW conclude that:

> "If this is the first significant restructuring of PLT in half a century, it is an opportunity not simply to compress instruction into a capstone, but to rethink what competence actually means in 2026 and beyond. Preparing graduates for the profession of the future requires embedding; adaptability, technological fluency, ethical reasoning in digital contexts and the capacity for

[57] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 3.
[58] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 4.
[59] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 5.
[60] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 6.
[61] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 7.
[62] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026), 8.
[63] The Hon. Andrew Bell AC, Chief Justice of NSW, 'The year that was – challenges at every turn' (Speech, Law Society of New South Wales Opening of Law Term Dinner, Ilumina, Sydney, 5 February 2026) 14 [44]. <https://supremecourt.nsw.gov.au/documents/Publications/Speeches/2026-speeches/2026_OLT_Address.pdf>.

ongoing development, into the concept of professional readiness. That is the kind of meaningful change that will genuinely sustain the vitality of the profession, rather than a reform that assesses readiness primarily by reference to traditional modes of delivery."[64]

Three-week model: high-level review

Day	Theme	Learning Focus	Basic Abilities Addressed
Day 1	Introduction to Communication and Practice	Professional identity; justice and role of the lawyer; professional judgment; responsible AI use; introduction to file discipline and project management	Ethics & professional Responsibility; Communication; Responsible Use of Technology; Record Keeping & Matter Management
Day 2	Communication and Client Interviewing	Cultural communication; client interviewing foundations; trauma-informed practice; ethical awareness in client relationships; introduction to professional documentation (file notes and letters)	Communication; Client Relationship; Ethics; Record Keeping
Day 3	Transactional Communication, Negotiation and Drafting	Commercial client interaction; negotiation foundations; drafting key clauses arising from negotiation; professional correspondence	Commercial Negotiation; Dispute Resolution; Drafting; Communication
Day 4	Ethical Communication and Workplace Conflict	Behavioural ethics; managing conflicted conversations; dilemma-based communication; micro-negotiations in professional contexts	Ethics; Communication; Collaboration; Dispute Resolution
Day 5	Collaboration in Practice	Team formation; collaborative drafting; simulated team problem-solving including file management and advising; structured debrief	Collaboration; Drafting; Record Keeping; Dispute Resolution
Day 6	Advocacy Foundations (Civil Context)	Court processes and etiquette; civil appearances; drafting interlocutory	Court Processes & Advocacy; Drafting

[64] UNSW, "UNSW Submission to NSW Legal Profession Admissions Board Three and Four-Week Models" (5 March 2026) 8.

		applications and supporting affidavits	
Day 7	Advocacy Applications (Civil & Criminal)	Oral submissions; criminal pleas and/or bail applications; supervised preparation and performance	Court Processes & Advocacy
Day 8	FILE A Client & Advice	Subject-matter orientation; client interview; file note; short written advice; professional follow-up communication	Communication; Client Relationship; Record Management
Day 9	FILE A Drafting & Preparation	Drafting court-facing documents; submission preparation; negotiation or evidentiary preparation within file context	Drafting; Dispute Resolution; Communication
Day 10	FILE A Court & Professional Context	Court submissions; structured feedback and debrief; review of file management practices; pro bono and professional pathways	Advocacy; Ethics; Record Management; Life as a Lawyer
Day 11	Ethics and Practice Management	Billing and retainers; trust accounting principles; resilience and professional responsibility	Ethics & Professional Responsibility; Drafting
Day 12	FILE B Client & Advice	New subject-matter context; client interview; file note; short written advice; professional communication	Communication; Client Relationship; Record Management
Day 13	FILE B Drafting, Negotiation & Court (where applicable)	Drafting documents in context; negotiation or mediation; court submissions as appropriate; structured feedback	Drafting; Dispute Resolution; Advocacy
Day 14	FILE C Transactional Integration	Client interview; drafting simple contract/deed/will; negotiation adjustments; client advice	Commercial Negotiation; Drafting; Communication
Day 15	Consolidation & Professional Identity	Ethical compass development; resilience; self-assessment and professional development planning	Ethics; Life as a Lawyer; Reflective Practice

Four-week model: high-level view

Day / Phase	Theme	High-Level Learning Focus	Abilities Addressed
Day 1	Introduction to Communication and Practice	Professional identity; justice and role of the lawyer; professional judgement; responsible use of AI; drafting in an AI environment	Ethics & Professional Responsibility; Communication; Responsible Use of Technology; Drafting
Day 2	Communication and Client Interviewing	Cultural communication; interviewing foundations; trauma-informed practice; behavioural ethics	Communication; Client Relationship; Ethics
Day 3	Communication, Dispute Resolution and Drafting	Managing conflict conversations; ethical dilemmas; micro-negotiations in professional settings	Communication; Dispute Resolution; Collaboration; Ethics
Day 4	Dispute Resolution, Ethics and Communication	File notes; client letters; supervised drafting; commercial client interviews	Record Keeping & Matter Management; Communication; Client Relationship
Day 5	Drafting and Negotiation	Non-court dispute resolution; commercial negotiation; drafting transactional documents	Dispute Resolution; Commercial Negotiation; Drafting
Day 6	Practice Management & Collaboration	Legal project management; team creation; drafting team agreements	Record Keeping & Matter Management; Collaboration; Drafting
Day 7	Collaborative Problem Solving	Integrated team simulation (file management, advising, drafting, negotiation); structured debrief	Collaboration; Dispute Resolution; Ethics
Day 8	Advocacy Civil Practice	Court processes; civil appearances; drafting interlocutory applications and affidavits	Court Processes & Advocacy; Drafting
Day 9	Advocacy Civil & Criminal	Oral submissions; criminal pleas and bail practice	Court Processes & Advocacy
Day 10	Advocacy & Professional Context	Criminal plea completion; pro bono and professional engagement	Advocacy; Life as a Lawyer

Day 11	FILE A Client & Advice	Subject-matter orientation; client interview; file note; short written advice	Communication; Client Relationship; Record Management
Day 12	FILE A Drafting & Preparation	Drafting court documents; supported drafting; preparation for submissions; negotiation or evidence gathering	Drafting; Communication; Dispute Resolution
Day 13	FILE A Court & Feedback	Court submissions; structured debrief; file management review; reflective planning	Advocacy; Ethics; Record Management
Day 14	Ethics & Professional Responsibility	Billing; retainers; trust accounting; application of ethical standards	Ethics & Professional Responsibility; Drafting
Day 15	FILE B Client & Advice	New subject-matter context; interview; file note; written advice; professional communication	Communication; Client Relationship; Record Management
Day 16	FILE B Drafting & Negotiation	Drafting court or dispute documents; negotiation/mediation preparation and execution	Drafting; Dispute Resolution; Commercial Negotiation
Day 17	FILE B Court & Transition	Court submissions; feedback; introduction to new context (File C)	Advocacy; Record Management; Ethics
Day 18	FILE C Client & Transactional Drafting	Client interview; drafting contract/deed/will; negotiation adjustments; client explanation	Client Relationship; Drafting; Communication; Commercial Negotiation
Day 19	FILE C Consolidation, Reflection & Professional Development	Debrief of File C (client interview, negotiation, drafting outcomes); Structured review of professional communication and drafting decisions Self- assessment and professional development planning; Building resilience and sustainable practice habits; Ethical compass and transition into professional identity.	Communication; Client Relationship; Drafting; Dispute Resolution; Ethics & Professional Responsibility; Life as a Lawyer

Day 20	Admission Preparation & Transition to Practice	Professional obligations in admission process (LawCover, LPAB processes); Drafting affidavits for admission; Review of ethical declarations and responsibilities; Consolidation and closing session; Reflection on readiness for supervised practice	Drafting Legal Documents; Ethics & Professional Responsibility; Life as a Lawyer; Professional Accountability

University of Technology Sydney (UTS)

Three-to-four-week program

UTS provided a high-level draft for such a program[65] as follows:

Notes:

1. The program is designed as one of several options for the capstone education and training of lawyers. A longer duration than a three-to-four-week program, such as a university semester which runs across 10 to 12 weeks, will provide greater opportunity for deep learning, the practise of skills, the incorporation of feedback and the development of reflective practice.
2. Ethics, professional responsibility and 'life as a lawyer' are embedded across the UTS PLT program. Critical areas such as resilience, personal health, workplace culture and stressors are included in the program on the basis that they should be embedded across lifelong learning. Assessment of these skills, capacity and values are through vivas, short problems and reflections.
3. The program is designed as a hybrid model to reflect the practice of courts and lawyers in working in-person and online. There should be a mix of all modes of lawyer engagement, communication and advocacy.

Week 1 – focus on communication skills

Category & delivery	Skills	Learning objectives	Simulations/Practice-tasks	Notes
Communication 1/2 day of online preparation 1 day of skills practise 1 day of formal assessment	Advanced client communication Reflection	Demonstrate: -ability to communicate with a range of clients through taking of accurate instructions and providing appropriate written and oral advice	Client interview undertaken through a series of practise scenarios with peer and instructor feedback, followed by formal assessment.	Preparatory work undertaken online using valuable legal technology resources that focus on these skills. Skills practice and feedback

[65] Email from Maxine Evers, Associate Professor, UTS to The Hon. Justice Anthony Payne, 2 March 2026.

		-understanding of ethical responsibilities as a lawyer (e.g. confidentiality, conflict of interests, costs) - competent use of legal technology.		are conducted in-person. Simulations/ Practice tasks conducted in-person (unless exceptions apply). Individual reflection as to own performance.
I day of role play 1 day of formal assessment	Expansion of engagement with other practitioners	Demonstrate: - understanding of professional courtesy and protocols - the importance of working effectively and efficiently with other practitioners.	Role play of engagement (e.g. agreement of conduct of matter, negotiation) with other practitioners across a range of modes.	Online or in-person role play.

Week 2 – focus on collaboration skills

Category	Skills	Learning Objectives	Simulations/Practice-tasks	Notes
Collaboration – written advice ½ day of online preparation I day to collaborate on advice	Written communication Advanced problem-solving Collaboration Emotional intelligence (giving & receiving feedback)	Demonstrate an understanding of the dynamics of teamwork. Apply communication and problem-solving skills in a collaborative environment.	Teamwork: collaborative written advice to client.	Online written advice (due at end of week).
Collaboration – working with colleagues I day for role play and feedback. I day for role play formal assessment and group reflection.	Oral communication Advanced problem-solving Collaboration Emotional intelligence (giving & receiving feedback)	Demonstrate an understanding of the dynamics of teamwork. Apply communication and problem-solving skills in a collaborative environment.	Teamwork: role play of team situation of everyday practice e.g. meeting with senior colleagues, working with professional staff.	Role play in-person. Feedback in person and group feedback. Individual reflection as to own performance.

Week 3 – focus on client relationship + the business of practice

Category	Skills	Learning Objectives	Simulations/Practice-tasks	Notes
Client relationship I day for client identification I day for written advice I day for viva	Advanced communication Problem-solving Articulation of ethical duties	Demonstrate an understanding of the nuances of the client relationship. Apply ethical obligations to the client relationship.	Prepare a written advice retainer based on client's initial instructions, including identification of client, understanding of client's needs and identifying issues. Viva as to client relationship, including ethical matters.	Written advice based on client scenario: online. Viva: in-person (unless exceptions apply).
Business of Legal Practice ½ day for problem-solving 1 day for viva & networking	Costs obligations & management Trust monies Record keeping technology as an aid in practice	Demonstrate an understanding of the business of practice. Apply self-management skills through the development of a professional approach to legal practice. Engage with, and reflect on, the culture of the profession. Ability to apply responsible use of technology.	Short problems. Viva. Panel discussion and networking with members of the profession and judiciary re culture of the profession.	Viva will include key obligations re record-keeping and matter management: in-person & online.

Week 4 - focus on advocacy + drafting skills

Category	Skills	Learning Objectives	Simulations/Practice-tasks	Notes
Court processes + etiquette/advocacy ½ day preparation I day practise I day formal assessment	Advocacy Problem-solving Self-management	Demonstrate advanced skills in advocacy. Recognise and respond to trauma-informed lawyering.	Advocacy in the Local Court and in the Supreme Court Local Court: criminal – sentencing plea; civil - straightforward defended matter Supreme Court: return of subpoena Undertaken through a series of two practise scenarios with peer and instructor feedback,	Preparation: on-line. Invite members of the judiciary to assess advocacy. Advocacy conducted in-person and virtually. Self-reflection.

			followed by formal assessment.	
Drafting legal documents ½ day preparation I day drafting	Written communication. Analysis Problem-solving Use of technology	Demonstrate advanced skills in drafting. Ability to apply responsible use of technology.	Masterclass: Drafting two documents: litigious + transactional.	Preparation: on-line Drafting in-person Masterclass from members of the profession

Annexure C – Draft PALT Family Law Module Course Structure

Family law PLT program – outline

Family Law Act 1975 = FLA

Federal Circuit and Family Court of Australia (Family Law) Rules 2021 = FL Rules

Legal Profession Uniform Law (NSW) 2014 = LPUL

Australian Solicitors Conduct Rules 2015 = ASCR

Federal Circuit and Family Court of Australia (Division 1) and Federal Circuit and Family Court of Australia (Division 2) Central Practice Direction: Family Law Case Management = CPD

Day 1

Topic	Assessment	Pre-reading
Introduction: Life in a law firm		
Basic expectations of staff: - Billing and time entry - File notes - Navigating practice management software		
Basic overview of firm: - Fee disclosures - Handling of trust monies - Legal professional privilege		LPUL Part 4.2, Division 2 (Trust Monies)
Recount published decision involving an employed solicitor mishandling trust monies and the consequences		ASCR
LIFE CYCLE OF A FAMILY LAW FILE		
Stage 1 – Meeting the client and understanding the matter		
Property Settlement 101 - Basic principles - Key markers of complexity		ss 79/90SM of the FLA
Parenting 101 - Basic principles - Key markers of complexity		s 60CC / 61C / 61CA of the FLA
Initial consultation and need to elicit instructions	Mock client interview	
Preliminary review of documents provided / knowing what further documents to request		
Undertake searches in respect of real property and conduct current and historical ASIC searches		

Stage 2 – Exchanging disclosure / identifying preliminary issues		
Obligations of disclosure and consequences of non-disclosure		ss 71B/90RI of the FLA; Rule 6.17 of FL Rules; para 1.4 and 8(a)(i) to Schedule A of CPD
Collating disclosure provided by client and providing to other party		Chapter 6 of the FL Rules
Requesting disclosure from other party		
If other party legally represented, telephone contact with solicitor	Call a 'solicitor' to discuss the matter and make a file note of the discussion	
Drafting balance sheet to ascertain net asset pool	Draft a Balance Sheet	
(Parenting) – Setting out clearly in correspondence what the preliminary issues are and what action is proposed		
Identifying what further evidence is required. For property, single expert valuers / accountants for assets or liabilities the value of which are disputed For parenting, treatment reports from treaters, school reports etc		Chapter 7 of the FL Rules
Provide advice to client in relation to likely outcomes and options to finalise the matter		
Common pitfalls at this stage: - Valuation disputes - Ongoing and lengthy correspondence - Incomplete disclosure or non-disclosure from either party		

Day 2

Topic	Assessment	Pre-reading
LIFE CYCLE OF A FAMILY LAW FILE		
Stage 3: Dispute Resolution		
Commencing negotiations. Different options: - Party-party - Lawyer-lawyer Mediation or other ADR		Schedule 1 (pre-action procedures) of the FL Rules
Preparing for a legally assisted ADR event. Common pitfalls		
Attending and advising at an ADR event. Role of solicitor	Mock mediation	Rule 6 of pre-action procedures
Delve deeper into drafting correspondence: - Without prejudice correspondence versus open correspondence - Ethical scenario involving solicitor who sent correspondence with the intention of embarrassing other party		Rules 5, 17, 21, 22, 32 and 34 of ASCR

Stage 4: Drafting settlement documents		
Formalising agreements reached between parties – different methods - Property settlement – Financial Agreement or Consent Orders - Parenting – Parenting Plan or Consent Orders - Child Support – BCSA or Limited Child Support Agreement or as assessed - Other – Deed of release (Succession Act) / Financial Agreement (Spousal maintenance)		
Submitting an Application for Consent Orders to the Court	Draft an Application for Consent Orders	
Divorce Application. Key requirements to meet.	Draft a Divorce Application	
Stage 5: Commencing litigation		
Ensure all pre-conditions met: - Pre-action procedures complied with - s60I certificate (if parenting and not urgent)		CPD
What documents do you need to file: - Property matter vs Parenting matter - Ensure sufficient evidence to support orders sought - Filing a Response to Initiating Application		FCFCOA Practice Direction – Property matters FCFCOA Practice Direction – Parenting matters
Filing on the ComCourts Portal		
Preparing for the First Return Date. Consider: - Service of Court documents - Narrowing issues prior to first return date - If seeking superannuation splitting orders, ensure procedural fairness afforded - If seeking appointment of expert, ensure all necessary information obtained - Costs disclosure	Mock appearance at First Return	
Issuing subpoenas. Common pitfalls with drafting and service of subpoenas.		

Day 3

Topic	Assessment	Pre-reading
LIFE CYCLE OF A FAMILY LAW FILE		
Stage 6: Litigation - Case Management Pathway		
Case Management Pathway - Overview - Overarching purpose		FCFCOA Central Practice Direction; Evatt List

Family Violence: - Evatt list - Notice of child abuse, family violence and risk - Risk assessment - Solicitor wellbeing		Rule 2.04 FL Rules
Parenting: - Role of Court Child Experts - Child Impact Reports		
Experts: - Single expert witness instructions and disclosure - Duties and rights - Adversarial expert witnesses		Chapter 7 of FL Rules
Dispute Resolution: - the Court context for parenting and financial matters - Registrar-led dispute resolution and Court Child Experts		
Specialist Lists: - National Contravention List - Enforcement Applications - Critical Incident List - Indigenous List - Subpoena List - Defaulters' List		FCFCOA Practice Directions (for each list) and Chapter 11 of FL Rules
Ethical dilemma: you are appearing at a conciliation conference and have a valuation from a jointly appointed court expert valuer. Your opponent arrives at the Court with a valuation from a non-court appointed valuer and states their client is only going to use that value. How do you approach the valuation issue with the Registrar and your opponent's use of a non-Court appointed valuer?		
Stage 7: Application in a Proceeding		
Overview of Application in a Proceeding: - Types of applications - Urgent applications - Ex parte applications - Reasonable and genuine attempt to settle before filing		CPD (paragraphs 6.16 - 6.22) and Rule 4.03 and chapter 5 of FL Rules
Parenting proceedings: - Filing urgent application: s60I exemptions - Recovery applications - Engagement with the Independent Children's lawyer	Draft a Notice of child abuse, family violence or risk	
Financial proceedings: - Spousal maintenance - Interim sale of real property - Injunctions, including undertakings as to damages - Litigation funding	Draft a Financial Statement	

Preparation for interim hearing: - Compliance with directions and orders of the Court - What documents do you need file and limitations - Service of material in a timely manner - Case outline documents - Tendering sensitive images - Evidence in support of application (affidavit, annexures, exhibits, subpoena documents, tender bundles etc)	Draft a Case Outline Document for: - Spousal Maintenance - Property - Parenting	Schedule 4 of FL Rules (delegated powers to Senior Judicial Registrars) Rules 5.09(1) and (2) of FL Rules
Ethical scenario – AI used by your opponent and the cases are hallucinated in the case outline document. What are your obligations to the court and your opponent?		

Day 4

Topic	Assessment	Pre-reading
LIFE CYCLE OF A FAMILY LAW FILE		
Stage 8: Briefing Counsel		
Overview: - The role of Counsel and Solicitor - Basics of preparing a brief for Counsel - Engagement and fees		
Stage 9: Preparation for final hearing		
Compliance and readiness hearing - Witnesses to call - Availability of expert witnesses - Estimated duration of trial - Certificate of Readiness		CPD
Preparation for final hearing: - Compliance with Court directions - Evidential issues and preparation - Consider carefully case theory and how evidence will be admitted to Court		
Instructing at a final hearing: tips and tricks		
Judgment and Appeals		Chapter 13 of FL Rules
Ethical dilemma: your client is in the witness box and calls you overnight to say that they told a lie on the stand pertaining to non-disclosure. What are your obligations to the Court and what steps do you take?		Rules 3 and 19 of ASCR
FINAL ASSESSMENT ON DAY 4		
Application in a Proceeding Mock appearance. There are three interim applications before the Court: spousal maintenance, property and parenting. One of the applications have	Mock interim hearing: two of three applications in the case outline document are being run, with students only aware of	

settled, with two applications being pressed for interim hearing.	which two are running on the day of the assessment. Approximately 20 mins for oral submission.	
Feedback session post-mock interim hearing		

Annexure D - Submissions about Discussion Paper

Following the release of the Discussion Paper on 30 September 2025 a number of written submissions were received. A summary of these submissions is set out below.

Submissions from non-PLT providing law schools

University of Sydney (Sydney)

Sydney provided comments focused on the proposal in [10.2] of the Discussion Paper for law degrees to incorporate some mandated skills and assessment.[66] Sydney considered it to be desirable that law schools participate in the discussion and design of the skills required for the commencement of legal practice.[67] Sydney agreed that the incorporation of the teaching and assessment of practical skills into law degrees is beneficial.[68] However, Sydney was not supportive of the LPAB mandating coverage of special skills or assessments within degrees or the mandating of the stage within law degrees where they would be covered.[69] They considered this to be a challenge to the development of pedagogical innovation and variety within law schools.[70] They also identified the following challenges:

(i) There would be a significant lead time of 18 months to 2 years to implement change, if additional compulsory units needed to be created, and significant lead time even if the requirements could be included in existing courses.[71] Even for law schools already offering clinical placements as electives, there would be significant resourcing challenges in offering these units as compulsory components of law degrees.[72]

(ii) Not all law schools would have adequately trained staff to deliver skills training. There may be a shortage of appropriate staff across the sector.[73]

(iii) Mandating the teaching of Ethics and Professional Responsibility in final year would be detrimental to varied program design and innovation.[74] It would also be impractical as there are differences in what might constitute "final year" as some law schools offer an Honours option.[75]

Western Sydney University (Western Sydney)

Western Sydney strongly supports:

[66] Letter from Professor Fleur Johns, Head of School and Dean, Sydney Law School, to the LPAB, 30 October 2025.
[67] Ibid, [4].
[68] Ibid, [1].
[69] Ibid, [2].
[70] Ibid, [2].
[71] Ibid, [2].
[72] Ibid, [3].
[73] Ibid, [3].
[74] Ibid, [3]-[4].
[75] Ibid, [4].

(i) The proposal to reduce the current list of skills and competencies in Schedule 1 of the Admission Rules to a shorter list of essential skills.[76]

(ii) The proposal for essential practical skills to be embedded in law degrees.[77]

(iii) The proposal that work experience completed whilst completing a law degree may be included, in satisfaction of the work experience requirement of 15 days.

(iv) The proposal to introduce a requirement for new lawyers to complete 15 hours of in-person post-admission practical training in each of their first two years of admission in addition to the mandated CPD.[78]

(v) The teaching of PLT face to face rather than online.[79]

Western Sydney identifies a potential issue, if the post-admission training were to restrict the practice of new lawyers to particular practice areas, given that new lawyers are not always sure of their preferred area of practice and may feel trapped in an area. To counter this Western Sydney suggest that the specialist skills options should not betoo restrictive and should be broad enough to be transferrable.[80]

Submissions from PLT providing law schools

The University of Newcastle (Newcastle)

Newcastle agreed that the Competency Standards are not fit for purpose and supported the national review of those Standards being conducted by LACC and the LSC.[81] Newcastle is concerned that NSW is seeking to make significant changes, ahead of this process, given the movement of lawyers across jurisdictions.[82] Newcastle provided comments on the LPAB's preferred model as follows:

(i) As most law schools now teach Priestley 11 courses in a single semester and to classes of 60-200 students, including additional skills content would be challenging.[83]

(ii) Where Priestley courses are taught, in the early years of a degree, students may have insufficient knowledge and context to learn legal skills.[84]

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[76] Letter from Professor Catherine Renshaw, Dean, School of Law, Western Sydney University to the LPAB, 30 October 2025.
[77] Ibid.
[78] Ibid.
[79] Ibid.
[80] Ibid.
[81] Professor Belinda Bennett, Head of School and Dean, School of Law and Justice, University of Newcastle and Sarah Breusch, Director, University of Newcastle Legal Centre, Program Coordinator, Graduate Diploma of Legal Practice, University of Newcastle, "Submission by the School of Law and Justice, University of Newcastle, *in response to the Discussion paper on PLT reform 2025"* 30 October 2025 (pages and paragraphs not numbered).
[82] Ibid.
[83] Ibid.
[84] Ibid.

(iii) An incremental approach is needed to develop skills. It would be untenable to embed skills "in an ad hoc manner wherever [Priestley 11] courses appear in the program sequence."[85]

(iv) The teaching of Ethics and Professional Responsibility in the final year should not be mandated because it should be completed prior to a workplace placement.[86]

(v) The proposed capstone skills course should be able to be completed in the final year of a law degree and should be able to be completed over a semester rather than in one consecutive 2-3 week block.[87]

(vi) A qualitative assessment scheme that is graded should form part of the proposed capstone skills course.[88] The proposed capstone skills course should be taught face to face in small groups with a mandated maximum staff to student ratio (for example a 1:20 ratio) especially where foundation skills such as interviewing, negotiation and advocacy are performed and assessed.[89] A significant portion of the capstone skills course should be able to be taught in the context of a placement where that placement is managed and supervised by PLT provider staff.[90]

(vii) The 15 days of workplace experience for credit towards the PLT should only be completed after completion of Ethics and Professional Conduct and the capstone skills course. If completed earlier, students will have insufficient background and context.[91]

(viii) The 15 days of workplace experience should not be required to be completed in one block but should allow for flexible completion, such as 2 days a week.[92]

(ix) Additional hours of workplace experience should be able to attract credit towards PLT or a law degree "(as an ungraded pass)." [93]

(x) The increased focus on the role of supervising lawyers is of concern if it "heralds an effective return to articles" as there is a risk of a lack of consistency and of a reduced willingness to employ new graduates which will significantly disadvantage students without "family connections, links and networking opportunities" in the law.

(xi) The post-admission training will need to be more rigorous than most current CPD and include assessment. It cannot comprise "older…retired practitioners simply telling war stories."[94]

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[85] Ibid.
[86] Ibid.
[87] Ibid.
[88] Ibid.
[89] Ibid; Email from Sarah Breusch, Director, University of Newcastle Legal Centre, to Edwina Chapman, Associate to The Hon. Andrew Bell AC, Chief Justice of NSW, 5 November 2025.
[90] Professor Belinda Bennett, Head of School and Dean, School of Law and Justice, University of Newcastle and Sarah Breusch, Director, University of Newcastle Legal Centre, Program Coordinator, Graduate Diploma of Legal Practice, University of Newcastle, "Submission by the School of Law and Justice, University of Newcastle, in response to the Discussion paper on PLT reform 2025" (30 October 2025) (pages and paragraphs not numbered).
[91] Ibid.
[92] Ibid.
[93] Ibid.
[94] Ibid.

(xii) Consideration will need to be given to the consequences for lawyers who change practice areas or fail a post-admission training course.[95]

(xiii) Current LLM courses may not be practically based and may be inappropriate for a post-admission training course.[96]

(xiv) The post-admission training will need to be offered in a range of practice areas and in the regions as well as cities.[97]

University of New South Wales (UNSW)

UNSW raised the following points in relation to the LPAB's recommended option for PLT reform:

(i) Mandatory face to face in person teaching: during the 2 year trial of a mandated 15 days of face to face teaching, the effect of the limited exceptions for disability and exceptional circumstances will need to be monitored, to ensure consistency and the quality of delivery of material to those granted an exemption.[98] Establishing bursaries may assist those impacted by remoteness or financial hardship to attend face to face classes.[99]

(ii) Workplace experience: recognition of work placement experience obtained during law degree studies is welcomed. It should occur proximate to commencement of PLT and "involve substantive legal tasks, structured supervision and alignment with measurable PLT standards to ensure graduates are genuinely prepared for legal practice."[100]

(iii) Incorporating practical content/assessment in law degrees: challenges include variability of degree design, curriculum capacity, institutional requirements, staff profile and scalability given cohort sizes and over prescription by the accrediting body.[101]

(iv) Mandating practical content and assessments into law degrees should occur only as part of a holistic review of the accreditation requirements for law degrees.[102]

(v) Duration: it would be preferable for PLT to be 4 rather than 2-3 weeks if this would avoid transfer of content to law degrees which impinges on their academic curriculum.[103]

(vi) UNSW is concerned about the risk of reduction in law electives to make room for the mandated skills/assessments.[104]

(vii) Placement of ethics in law degrees: rather than placement of ethics at the end of the law degree it should be introduced at the commencement of the degree and

[95] Ibid.
[96] Ibid.
[97] Ibid.
[98] UNSW, "Submission - PLT Discussion Paper - UNSW - Oct 2025" (October 2025), 1.
[99] Ibid, 2.
[100] Ibid, 2.
[101] Ibid, 2.
[102] Ibid, 3.
[103] Ibid, 4.
[104] Ibid, 4.

developed substantially in a mid-degree legal ethics course with reinforcement of ethical skills and judgment in parallel and later subjects.[105]

(viii) Removal of requirement of AQF qualification for PLT: recognising the loss of access to FEE-HELP for PLT students of this change, UNSW sees the benefits and opportunities including greater completion and freeing PLT from additional TEQSA accreditation and internal governance requirements.[106]

(ix) Developing skills post-admission: UNSW is enthusiastic about this proposal noting their experience in providing CPD and universities' experience in supervision.[107]

University of Technology Sydney (UTS)

UTS considered that the review of PLT called for a holistic review of law degrees.[108] UTS provided comments on the LPAB's preferred model as follows:

(i) Unlike UTS, not all law schools already embed legal skills into their law degrees.[109]

(ii) Not all law schools currently teach ethics at the end of their law degrees – UTS does not.[110]

(iii) Offering PLT within the AQF and TEQSA framework "ensures that courses are appropriately structured with defined outcomes, student feedback and assurances of learning."[111]

(iv) A "shorter, less rigorous PLT within the higher education structure and an over-reliance on post-admission training could result in a skewed understanding of duty to an employer, rather than the profession."[112]

(v) The next stage of development would benefit from the contribution of experts in legal education, clinical legal education and professional training.[113]

Submissions from non-university PLT Providers

Australian College of Applied Professions (ACAP)

ACAP identified their key priorities for PLT reform as follows:

[105] Ibid, 3.
[106] Ibid, 4.
[107] Ibid, 4-5.
[108] Letter from Professor Tracey Booth, Acting Dean, UTS to The Hon. Justice Anthony Payne, Presiding Member of the LPAB, 30 October 2025 (pages and paragraphs not numbered).
[109] Ibid.
[110] Ibid.
[111] Ibid.
[112] Ibid.
[113] Ibid.

(i) Reform should be national and consistent.[114] Ideally it should be coordinated by LACC and grounded in the existing Competency Standards.[115]

(ii) The GDLP should be retained as the principal qualification for practice. A GCLP would be an alternative, not to replace the GDLP but, to provide a "pragmatic, award-level entry point that maintains AQF Level 8 integrity and eliminates the need for legislative reform, particularly in jurisdictions where the *Legal Profession Uniform Admission Rules 2015* apply."[116]

(iii) The GCLP would cover all core practice areas including Lawyer's Skills and Workplace Experience and additional post-admission electives could then lead to a GDLP and the lifting of supervision requirements.[117]

(iv) A GCLP leading to a GDLP would preserve Fee-HELP access, address cost and accessibility issues and maintain educational quality and national consistency.[118]

(v) Reform requires a phased and consultative transition process ideally over an 18-24 month period.[119]

(vi) LACC is the most appropriate body to lead the reform process.[120]

(vii) Flexibility in delivery, including blended and on-line learning, "is fundamental to equity and inclusion" as is embedding the PLT program within a TEQSA qualification enabling access to FEE-HELP.[121]

(viii) Ethics, wellbeing and adaptability are all core skills.[122]

Leo Cussen Centre for Law (Leo Cussen)

Leo Cussen strongly supported reform which enhances graduate capability, ensures public confidence in the competence of new lawyers and is consistent nationally.[123] They consider that the "existing curriculum and training system are no longer sufficient to prepare lawyers for the various forms of practice" for newly admitted lawyers.[124] However they submit that "[t]he model proposed in the LPAB discussion paper risks fragmenting national standards, narrowing access and reducing the assurance of competence that underpins trust in the profession." [125] They make the following submissions:

[114] Letter from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General Manager, ACAP University College to The Hon. Justice Anthony Payne, 29 October 2025, 1-3.
[115] Ibid, 2.
[116] Ibid, 3.
[117] Ibid, 3.
[118] Ibid, 3-4.
[119] Ibid, 4.
[120] Ibid, 4.
[121] Ibid, 5-6.
[122] Ibid, 6.
[123] Shirley Southgate, Executive Director, Leo Cussen Centre for Law, "Response to the NSW Legal Profession Admission Board's PLT Discussion Paper" (undated) [1].
[124] Ibid, [1].
[125] Ibid, [9].

(i) "[A] national review is critical and overdue," they support the LACC review and are concerned that it not be undermined.[126]

(ii) Universities rarely incorporate practical training into law degrees other than clinical units "and a shrinking number of integrated law and practice programs."[127]

(iii) Many law schools do not have staff with sufficient legal practice experience to teach skills.[128]

(iv) Requiring legal skills to be included in law degrees would require an overall review of legal training including of the Priestley 11.

(v) It would also require internal university approval which would be likely to take more than 18 months, necessitate adding time and units to law degrees and not necessarily be cheaper than PLT.[129]

(vi) The Discussion Paper does not provide evidence that the preferred model will improve the quality, competence and capability of graduates.[130]

(vii) The intention of the competencies is not to develop a completely formed and mature practitioner but to prepare a "competent entry level lawyer who can, under appropriate supervision, be reliably entrusted with legal work."[131]

(viii) "Skills taught in a vacuum are merely theoretical or academic exercises."[132] In PLT skills are repeated and developed in the context of the multiple compulsory and elective practice areas."[133]

(ix) "It is erroneous to suggest that subjects taught in an academic context achieve [the development of skills]."[134] There is a misunderstanding, in the Discussion Paper, in equating academic learning with the development of skills which reinforces the need for any reform to await the completion of the more rigorous national process. "For example, at p.60 of the discussion paper it is claimed that the "Ethics and Professional Responsibility" competency (one of the 'values') is "precisely the same label as is applied to the relevant Priestley 11 subject."[135]

(x) The development of skills "with opportunities for contextualised practice, reflection and repetition is possible only with sufficient time, skilled curriculum development and delivery by appropriately qualified legal and educational professions."[136]

(xi) The cost of legal education should be considered as a whole rather than focusing on PLT.[137]

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[126] Ibid, [1].
[127] Ibid, [2].
[128] Ibid, [2].
[129] Ibid, [2].
[130] Ibid, [3].
[131] Ibid, [4].
[132] Ibid, [4].
[133] Ibid, [4].
[134] Ibid, [4].
[135] Ibid, [4].
[136] Ibid, [4].
[137] Ibid, [4].

(xii) There will be fees payable, for the short capstone course envisaged in the preferred model, in the Discussion Paper.[138] The Discussion Paper does not consider how graduates, who are not already employed in a law firm willing to pay those fees, will pay for them or support themselves whilst they take 15 days away from paid employment.[139] These fees will be a significant barrier to disadvantaged students.[140]

(xiii) Many admitted practitioners, particularly in small firms, pay for their own CPD.[141]

(xiv) Employers may not meet the costs of the proposed 15 days of post-admission training.[142]

(xv) The time and cost of additional post-admission training may discourage the employment of newly admitted lawyers.[143]

(xvi) If work placements are permitted in the early years of law degrees, students will be unable to reflect on and apply what they have learned over their entire law degree.[144]

(xvii) In relation to work placements the Discussion Paper does not adequately address how they might be regulated or recorded or the kind of supervision that might be available.[145]

(xviii) Placements are most effective when completed after core academic subjects "alongside structured PLT reflection."[146]

(xix) In whichever mode the PLT course is delivered by Leo Cussen, students have the opportunity to be mentored by experienced lawyers, to develop professional relationships with them, with the profession and their peers. This won't be possible in a short capstone course because "[l]earning how to develop professional relationships is a skill that can be taught, and establishing such a range of connections and relationships of trust takes time."[147]

(xx) No research or evidence appears to support the duration of the proposed short capstone course.[148]

(xxi) As the world and the profession changes developing the necessary critical skills is not likely to require less time.[149]

(xxii) A face to face requirement for a short capstone course will create accessibility issues for disadvantaged, regional and working students and those with carer or other responsibilities.[150]

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[138] Ibid, [5].
[139] Ibid, [5].
[140] Ibid, [5].
[141] Ibid, [5].
[142] Ibid, [5].
[143] Ibid, [5].
[144] Ibid, [6].
[145] Ibid, [6].
[146] Ibid, [6].
[147] Ibid, [7].
[148] Ibid, [8].
[149] Ibid, [8].
[150] Ibid, [9].

(xxiii) Face to face teaching does not take into account the sophisticated technology of the contemporary workplace.[151]

(xxiv) The Discussion Paper does not include a thorough review of the potential for sophisticated technology, its increasing use in legal practice and its benefits in reducing cost and increasing accessibility.[152]

(xxv) Graduates admitted to practice "with the reduced training and experience envisaged by the preferred model" will require more supervisor skills, time and resources.[153]

(xxvi) This additional supervision may be beyond the capacity of some employers who may no longer employ graduate lawyers or face an increased risk of negligence or misconduct claims.[154]

(xxvii) Is the preferred model a reintroduction of articles, moving costs to graduates without FEE-HELP and to firms who may already be struggling with the cost of training and supervision?[155]

(xxviii) The public interest is not served by admitting less competent lawyers "with three weeks PLT training" and this "risks jeopardising public trust and confidence in the profession and the legal system."[156]

Submissions from law students, lawyers and legal academics

Dianne Mead[157]

Mead's submission proposes a model of reform to law degrees, the replacement of PLT and the introduction of two new post-graduate qualifications.

Brendan Smith[158]

Smith expresses concern about the lack of change since the publication of the Discussion Paper. He complains that, other than the reduction of the duration of the work experience component by major providers of PLT like the College, there has been "no actual cost saving or improved accessibility for graduates." He requests that the LPAB:

(i) re-evaluate the accreditation of 2026 PLT programs "that fail to meet…cost-reduction targets"; and

(ii) provide a public update on how the LPAB intends "to enforce the financial accessibility goals" in the Discussion paper.

[151] Ibid, [9].
[152] Ibid, [9].
[153] Ibid, [10].
[154] Ibid, [10].
[155] Ibid, [10].
[156] Ibid, [11].
[157] Email from Dianne Mead to Margaret Horan, Secretariat Officer, LPAB, 10 December 2025.
[158] Email from Brendan Smith to the LPAB, 20 January 2026.

Mykhailo (Michael) Jiriaev[159]

Jiriaev made the following observations/submissions:

(iii) Many law firms charge their clients for work performed by PLT students on unpaid placements.[160]

(iv) He agrees with the recommendation proposed by the Redfern Legal Centre (summarised in the Discussion Paper 160-161).[161]

(v) He proposes an option for a payment plan for PLT fees such as allowing for the payment of fees over 12 months in instalments. Payment of these fees might be secured by payment in full being required before release of the PLT qualification or the placement of a condition on the practising certificate providing for its revocation if an application is made by an unpaid PLT provider to which the graduate fails to respond.

(vi) He also proposes that PLT fees be reduced or eliminated where a graduate commits to work for 1-2 years in a rural area, an area of law which is in great demand or a government funded or not for profit organisation. This might be funded by a levy on the renewal of practising certificates.[162]

(vii) To ensure that law students obtain valuable experience, even if it is unpaid, a structure with a broad list of tasks required to be undertaken by students completing PLT work placements needs to be developed. Only law firms who commit to this structure might be allowed to advertise on the College website or to claim that they provide PLT work placements.[163]

Jason Johnston[164]

Johnston considered the following to be highly unwise:

(i) Mandating 3 weeks in-person attendance. Removing online options would remove flexibility, and disadvantage students who work or have long commutes impacting most significantly on socioeconomically disadvantaged students.

(ii) Removing the ability to access HECS would impose a major upfront cost to students making admission less accessible to disadvantaged students.

(iii) Removing the post graduate diploma "will negatively affect future salaries, immigration processes and prestige."

(iv) Removing the ability to resubmit assessments multiple times would remove the delivery of helpful feedback and the practical benefit for assessments to be learning tasks. "The ability to resubmit reduces stress and reduces the inefficient use of time

[159] A lawyer admitted in NSW in 2019, completed PLT at the College and completed the workplace experience requirement in several unpaid placements over 75 days.
[160] Mykhailo (Michael) Jiriaev, "Submission (Undated and Untitled)" (pages and paragraphs not numbered).
[161] Ibid.
[162] Ibid.
[163] Ibid.
[164] A current law student who is likely to seek admission.

working on assessments to ensure that [students] pass rather ambiguous standards."[165]

Ainslie Lamb[166]

Lamb provided comments on the LPAB's preferred model as follows:

(i) The core skills should include interviewing, fact investigation and research, drafting and legal writing, planning and advising, advocacy and negotiation.[167]

(ii) A fulltime experiential PLT course should not be less than 20 days' duration given that skills development involves repetition and application in a variety of practice contexts.[168]

(iii) Challenges for incorporating mandatory practical content/requirements in law degrees include "the essential academic freedom of law schools to determine their own curriculum while also providing the Priestley 11 subjects" and the need for instructors in skills training to themselves have been trained in problem-based learning techniques.[169]

(iv) Skills training taught in law degrees should attract credit in PLT programs.[170]

(v) The proposal for post-admission training in addition to CPD is appropriate in content and timing.[171]

(vi) Training in file management and Trust and Office accounting is more appropriate post-admission.[172]

(vii) Post-admission training assessment should include "the submission of a reflective journal or report on ethical and practical problems and learning encountered in practice (subject of course to client and employer confidentiality) or alternatively a problem-based examination of ethics and professional responsibility."[173]

Brooke Massender, Bianca Janovic, Kishaya Delaney, Trent Wallace and Gabriela Christian-Hare

Massender, Janovic, Delaney, Wallace and Christian-Hare are members of the profession with collective experience working with First Nations clients. Their submission recommends the

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[165] Email from Jason Johnston, Law Student, to Margaret Horan, Secretariat Officer, LPAB, 8 October 2026.
[166] LLB, M.Ed, AM Practising solicitor (1968-1986), Instructor Leo Cussen (1986-89, 1991-94), Course Designer PLT Program, Ontario (1989-90), Foundation Director PLT Course, Faculty of Law, University of Wollongong (1994-2005). The Ontario PLT course (from 1990 to 2003) was "a 20 day program focussed on skills development integrated with ethical values and applied in a law practice context." In 2023 it was replaced with a 4 month program partially on site and partially on-line with a reduced 4 month work experience requirement.
[167] Ainslie Lamb, "Response to the LPAB Discussion Paper on PLT Reform" (30 October 2025) (pages and paragraphs not numbered).
[168] Ibid.
[169] Ibid.
[170] Ibid.
[171] Ibid.
[172] Ibid.
[173] Ibid.

consideration of the incorporation of First Nations focused and led content into the PLT curriculum.[174] It refers to a number of relevant resources. It also notes that there are different views on "whether the appropriate place to integrate (or mandate) this content is the PLT curriculum or alternatively the LLB/JD curriculum or CPD requirements (or some combination of these options)." [175]

John O'Shannassy[176]

In O'Shannassy's opinion the current PLT is not fit for purpose:

(i) Its course materials, methods of training and assessments have failed.

(ii) Practical experience gained "prior to admission is inconsistent, subjective and in many cases inadequate or just a rubber stamp exercise."[177]

(iii) The College course is "self-serving and inadequate and over-priced."[178]

He proposes:

(i) The introduction of a PLT examination prior to admission addressing practical legal knowledge and skills.[179]

(ii) The introduction of PLT electives in law degrees for students who wish to seek admission.[180]

(iii) Mandating the requirement for those teaching skills in law degrees to have the requisite experience or be currently practising in the relevant area.[181]

(iv) Requiring the majority of teaching and assessment to be face to face "especially in courtroom advocacy, client interviewing and negotiation" and mandating a minimum number of face to face in person teaching in PLT courses.[182]

(v) The need for the PLT curriculum to be reviewed and updated.[183]

(vi) The need for PLT to consider corporate, government, private practice and not for profit practices.[184]

(vii) That legal education experts, practitioners and academics undertake any curriculum review and update.[185]

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[174] Letter from Brooke Massender, Bianca Janovic, Kishaya Delaney, Trent Wallace and Gabriela Christian-Hare to the LPAB, 30 October 2025, 1.
[175] Ibid, 3.
[176] Legal Practitioner and Academic.
[177] John O'Shannassy, "Submissions in relation to the Discussion Paper on the PLT" 30 October 2025, 1.
[178] Ibid, 2.
[179] Ibid, 1.
[180] Ibid, 1.
[181] Ibid, 2.
[182] Ibid, 2.
[183] Ibid, 2.
[184] Ibid, 2.
[185] Ibid, 2.

In O'Shannassy's view a short 3-4 week in person PLT course could be considered if law degrees incorporated specified skills intentionally and systematically.[186] He suggests that skills could be included in Legal Accounting and Trust Accounting, Professional Responsibility and Ethics, Civil Litigation, Criminal Law and Procedure, Contract Issues and Property Law.[187]

Keith Redenbach[188]

Redenbach has been employing paralegals and solicitors for about 20 years. He considers that university graduates seem "even more ill prepared for practise" each year and that "most law graduates cannot even draft a letter."[189] He recommends:

(i) The abolition of the PLT system as it is; and

(ii) The reinstatement of Articles of Clerkship for at least 12 months post-admission.[190]

Jun Young (Junior) Yang[191]

Yang felt that he was neglected and exploited as a young lawyer and that he was not supervised in a manner which assisted him to learn to be a practising solicitor. He believes that law firms systematically exploit new lawyers and that a new system must work to prevent systematic exploitation of new graduates.[192]

Peta Zoubakin[193]

Zoubakin submitted that mandating 15 days' work placements and 15 days of face to face PLT teaching are "a stop gap solution" which do not address the issues with PLT including the financial burden. Systemic change is needed.[194] This is for these reasons:

(i) Exploitation: Zoubakin has been informed by colleagues of their exploitation and mistreatment during their PLT work placements including threats by supervisors that their PLT work experience would not be signed off if they complained.[195] One student completed an unpaid PLT placement with 7 other students in a firm with one supervisor and no paid staff.[196] Another student was required to complete an additional 2 weeks of unpaid work to obtain sign off and another supervisor delayed

[186] Ibid, 1.
[187] Ibid, 1-2.
[188] A practitioner with almost 30 years' experience and member of the Law Society of NSW Business Law and Government Committees.
[189] Email from Keith Redenbach to Margaret Horan, Secretariat Officer, LPAB, 2 October 2025.
[190] Ibid.
[191] A young lawyer with under 5 years post-admission experience currently looking for a supervised practice to meet the practice certificate condition of 2 years' supervised practice.
[192] Email from Jun Young Yang to Edwina Chapman, Associate to The Hon. Andrew Bell AC, Chief Justice of NSW, 6 November 2025.
[193] A recently admitted lawyer who completed PLT in 2025, who completed her work placement at the Redfern Legal Centre where she continues to volunteer as a lawyer for the International Student Legal Service.
[194] Peta Zoubakin, "Response to the Discussion Paper on PLT Reform, Legal Profession Board [sic] of New South Wales", 29 October 2025, 1.
[195] Ibid, 2.
[196] Ibid, 10.

sign off unless students worked for free for extra days.[197] Another student was required to work 10+ hours a day for each 'day' of placement and another spent many months obtaining recognition for 3 months of unpaid work completed prior to commencing PLT.[198] Others complain of spending their placement on administrative tasks such as photocopying and compiling court books.[199] This is in contrast to her own excellent experience.[200]

(ii) Cost: Zoubakin notes that the cost of legal studies can discourage disadvantaged and mature age students from joining the profession.[201] These include the high cost of law degrees (from $25,000) with no FEE-HELP at the LEC, to a Sydney JD costing approximately $135,000 for domestic students (FEE-HELP available) and $177,000 for international students (no FEE-HELP available).[202] PLT costs of between $9,200 (College) and $12,504 (UTS) for domestic students to which the 'costs' of unpaid placements by choice at a Community Legal Centre or Legal Aid or necessity.[203] In contrast medical graduates are not required to complete an additional paid course after completing their medical degree but begin a traineeship on graduation.[204]

(iii) Quality: much of the PLT coursework repeated law degree content, was a 'box-ticking exercise' with outdated materials and a lecturer assigned for the whole coursework component rather than their areas of practice expertise.[205] Law degrees also vary in quality based on the lack of basic knowledge (of separation of powers, jurisdiction and legal research) of some peers.[206]

(iv) International student experience: International students pay higher fees but 60% of international students are not well funded and are in a vulnerable financial position due to visa restrictions on working hours.[207]

(v) Impact of shorter PLT work placement requirement: this may make it harder to obtain placements, for example, in community legal centres.[208] Supervisors may consider that 15 days is not an adequate time for students they supervise to gain the skills needed to contribute meaningfully.[209]

Zoubakin made the following recommendations:

(i) Abolish PLT and provide for graduation after completion of a law degree and a prescribed period of workplace experience.[210]

(ii) In the first two years post admission, new lawyers must complete structured training "including workplace experience, face-to-face coursework modules (incorporating

[197] Ibid, 10.
[198] Ibid, 12.
[199] Ibid, 4.
[200] Ibid, 3.
[201] Ibid, 5.
[202] Ibid, 4.
[203] Ibid, 4.
[204] Ibid, 4.
[205] Ibid, 5.
[206] Ibid, 6.
[207] Ibid, 6.
[208] Ibid, 9-10.
[209] Ibid, 10.
[210] Ibid, 1.

yearly CPD) and a standardised exam. Successful completion of these elements would be required to apply for an unrestricted Practising Certificate…"[211]

(iii) Fees for coursework to be on a per module basis.[212]

(iv) Practical work experience should be for 105 hours (rather than 15 days) completed across the first two years of study in a law degree.[213] This would provide more flexibility on when it can be completed assisting the financially vulnerable to complete their work placement requirements.[214]

(v) Law schools must include the practical skills relevant to each Priestley subject in the law degrees they offer or provide specific practical courses of study incorporating those skills.[215]

(vi) The impact of additional financial burdens on international students must be considered "including visa restrictions on working hours."[216]

(vii) Lawyers who act as supervisors for students during PLT or lawyers post-admission must complete mandatory training.[217]

(viii) A clear complaints mechanism for PLT students completing work placements who believe that they are being exploited should be introduced.[218]

(ix) Strict guidelines regarding the obligations of lawyers, their ethical obligations and limitations on the conduct of PLT placements which include sanctions for breach should be developed and communicated to all lawyers.[219]

Submissions from regulators/ advisory/ representative bodies

The Australasian Professional Legal Education Council (APLEC)

APLEC supports reform "in principle"[220] and considers reform to be long overdue to reflect the contemporary competencies new lawyers need.[221] APLEC "acknowledges that real cost and access pressures exist across legal education and warrant solutions."[222] "APLEC welcomes the opportunity to simplify PLT regulation and improve the quality of outcomes by decluttering the curriculum to prioritise the essential skills, knowledge and value [sic] needed by all new lawyers…"[223] However, APLEC urges alignment with the LSC/LACC national review "to ensure

[211] Ibid, 1.
[212] Ibid, 1.
[213] Ibid, 2.
[214] Ibid, 11.
[215] Ibid, 2.
[216] Ibid, 2.
[217] Ibid, 2.
[218] Ibid, 2.
[219] Ibid, 2.
[220] Shirley Southgate, Chair on behalf of the Board of APLEC, "Australasian Professional Legal Education Community submission in response to the LPAB Discussion Paper on PLT Reform" (30 October 2025) (pages not numbered), Executive Summary.
[221] Ibid, [1].
[222] Ibid, [1].
[223] Ibid, [5].

consistency, quality and sustainability in professional legal education".[224] APLEC has significant concerns about the LPAB's "proposed direction, process and evidence base."[225] APLEC make the following points:

(i) Reform should be nationally coordinated: PLT reform should take place through the national framework and not unilaterally.[226] "NSW's withdrawal from the national Urbis survey risks fragmenting national standards and undermining uniformity…"[227] "The suggestion that participation might 'confuse practitioners' underestimates the intelligence of those [the LPAB] regulates. More troublingly, it may show a lack of confidence in its own processes. [APLEC] would hope that the NSW LPAB would welcome, not avoid, the scrutiny and comparison that a national review provides."[228]

(ii) Competency Standards – outdated and under review: APLEC agrees "that too much is currently being sought to be achieved under the existing PLT regulatory framework."[229] The LACC Competency Standards do not reflect and do not prepare graduates for contemporary legal practice.[230] Reform should be driven by the results of the national Urbis survey.[231]

(iii) Prioritise quality and pedagogical integrity over structural change: Comprehensive consultation is needed for reasoned reform. The consultations leading to the Discussion Paper missed "the perspectives of diverse career trajectories and the half of law-students who do not pursue PLT or legal practice, which the paper claims miss out on PLT due to cost."[232] Another significant deficit is the "failure to consult the student body." [233] "[T]he reform approach described in the Discussion Paper lacks strategic coherence and educational clarity."[234] The Discussion Paper fails to ask what students are actually achieving or to "quantify graduate competence longitudinally. Educational success in the proposal is measured by attendance, hours and compliance rather than by what students actually learn and apply."[235] This "haphazard, piecemeal process" undermines public and professional confidence being "rushed out of sequence, without clear consultation, transition plans or evidence."[236] The LPAB's recommended option for PLT reform involves "procedural rather than educational" reform. [237] "[I]t substitutes bureaucratic speed for intellectual rigour. The LPAB's sequences of untested announcements, early start changes, reduced PLT days, new CPD rules suggest an absence of cohesive

[224] Ibid, Executive Summary.
[225] Ibid, Executive Summary.
[226] Ibid, Executive Summary [1].
[227] Ibid, Executive Summary [1].
[228] Ibid, [2].
[229] Ibid, [2].
[230] Ibid, Executive Summary [2].
[231] Ibid, Executive Summary [2].
[232] Ibid, [3].
[233] Ibid, [3].
[234] Ibid, [3].
[235] Ibid, [3].
[236] Ibid, [3].
[237] Ibid, Executive Summary [3].

planning."[238] Clear and measurable learning outcomes are required to avoid "bureaucratic, incoherent and ineffective" reform.[239]

(iv) Cost, Time and Quality Balance: The regulatory framework of PLT does add to costs however APLEC notes that law degrees are comparatively more expensive than PLT.[240] Recognising the cost and access pressures "APLEC warns against false economies. Compressing or deregulating PLT simply to save money or time will inevitably erode quality."[241] APLEC submits that "[f]ee transparency, targeted regulation and competitive oversight would better serve access and equity than dismantling established programs with pedagogical value."[242]

(v) Preserve the role and purpose of PLT: The Discussion Paper has a misplaced assumption about the ease, interest and capability of law schools to integrate PLT components in law degrees.[243] Conflating the distinct purposes of academic and practical training "will dilute the profession's entry standards."[244] The recommended option "cuts repeat exposure and modular specialisation, thereby restricting the scaffolding methodologies that underpin deep skill acquisition in law and other domains. Capabilities (professional skills) emerge only when learners have: Content: sufficient substantive knowledge and exposure to realistic matters [and] Context: time, sequencing, supervision, reflection and varied practice settings. Skills cannot be mass-produced in a short de-contextualised intensive. Compressing PLT into a 3-week capstone severs content from context, which undermines judgment formation, ethical reasoning and favours students with time and financial means, amplifying inequity."[245] "[S]hort, de-contextualised intensives cannot substitute for distributed, scaffolded, experiential learning (simulation + feedback + reflective practice + supervised workplace learning)."[246]

(vi) Accessibility, Equity and Diversity: mandatory face-to-face or short intensive programs will disadvantage rural and remote students and other disadvantaged students so flexible, blended and online options must be preserved.[247] Mandating face to face teaching "ignores the substantial evidence supporting the quality, flexibility and security of digital learning. The recommended option in the Discussion Paper risks tethering legal and practice education to historical and outdated modes of practice, rather than equipping graduates for the ethical, technological and professional complexities that are shaping the future of the profession."[248] APLEC warns of a divided profession with lawyers in large firms receiving sound training but "others particularly those without outstanding academic results or professional networks [facing] far greater barriers. In an era of rapid AI encroachment into entry-level legal tasks, these graduates will be expected to perform at the level of a third to

[238] Ibid, [3].
[239] Ibid, Executive Summary [2].
[240] Ibid, [5].
[241] Ibid, Executive Summary [5].
[242] Ibid, [5].
[243] Ibid, [7].
[244] Ibid, Executive Summary [4].
[245] Ibid, [6].
[246] Ibid, Executive Summary [4].
[247] Ibid, Executive Summary [6].
[248] Ibid, [6].

fifth-year lawyer to compete for work, yet will have few accessible pathways to acquire that experience."[249]

(vii) Risks and likely outcomes: "[T]he loss of contextualised learning and scaffolded skill building likely reduces work readiness."[250] Students will lose FEE-HELP eligibility and replacing the requirement for AQF qualifications with "ad hoc training and CPD modules" will mean the loss of TEQSA oversight, "weaken educational standards and reduce transparency."[251] APLEC warns of a 'floodgate' of applicants for admission to practice in NSW "given that any LLB or JD will effectively be sufficient qualification (with only the 3-week PLT add-on) and less capable entry-level lawyers for law firms to supervise and manage including managing client expectation and risks."[252]

(viii) Supervision and employer burden: The Discussion Paper has a misplaced assumption about the ease, interest and capability of law firms integrating PLT components into post-admission supervision and training.[253] "Shifting training and assessment to employers is impractical for most practices."[254] It will disadvantage smaller firms and community practices, increase workplace strain and "likely lower new lawyer readiness."[255] "Most firms lack the capacity, time or expertise to deliver structured training."[256] If employers become responsible for parts of PLT "this would require a clear and structured framework as well as mentoring/coaching training and guidance…"[257] APLEC also opine that "[b]efore any aspect of PLT is migrated to CPD a review of the CPD framework, its purpose, standards and oversight must be undertaken."[258]

APLEC recommends that the LPAB:

(i) Align NSW reforms with the national LSC/LACC national review.

(ii) Define the competencies and develop clearly articulated learning outcomes before addressing the structure of PLT.

(iii) "Retain a distributed, scaffolded model of learning integrating simulation, feedback and supervised practice over time."

(iv) "Ensure quality and accessibility, particularly for [remote, rural and regional] (RRR) and financially disadvantaged students."

(v) "Maintain TEQSA accreditation and FEE-HELP eligibility to safeguard quality and affordability."

(vi) "Prioritise teaching and learning coherence over structural change, defining intended learning outcomes before redesigning delivery models."

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[249] Ibid, [8].
[250] Ibid, Executive Summary [7].
[251] Ibid, Executive Summary [7].
[252] Ibid, [7].
[253] Ibid, [7].
[254] Ibid, Executive Summary [8].
[255] Ibid, Executive Summary [8].
[256] Ibid, Executive Summary [8].
[257] Ibid, [10].
[258] Ibid, [10].

(vii) "Undertake thorough modelling and costing to avoid unfunded burdens on students and employers."

(viii) "Undertake a CPD framework review before relocating current PLT component [sic] to post-admission training."

(ix) "Collaborate with APLEC to leverage existing expertise, research and national networks and ensure coherent implementation."[259]

Law Council of Australia (Law Council)

The Law Council supports reform grounded in evidence-based analysis and stakeholder consultation preferably nationally.[260] There is general national support for reform of PLT to ensure "that law graduates are more practice-ready and that their education and training is cost-effective and valuable to the legal profession."[261] There is concern that pre-admission legal education in Australia "does not sufficiently connect academic or theory-based education and training with practical lawyer-focussed training" with a lack of "foundational understanding of substantive law areas, technical and practical skills required to be a legal practitioner, problem-solving, written and oral communication skills, client management, practice development, understanding of ethics and professional regulations and technological skills."[262] Concerns raised previously with the Law Council about PLT include:

(i) Its significant costs and whether it is value for money, although some of the Law Council's constituent bodies consider that the costs may be justifiable in comparison with similar programs in other professions.

(ii) Perceived lack of academic rigour.

(iii) Lack of relevance to practice.

(iv) Reliance on on-line delivery.

(v) Varied experience in work placements.[263]

National reform is preferred to avoid for example:

(i) "Disparities in regulation expectations and pressures."[264]

(ii) Difficulties for firms operating in multiple jurisdictions.[265]

(iii) Reassessment of mutual recognition of qualifications.[266]

(iv) Disparities in access to justice.[267]

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[259] Ibid, Executive Summary.
[260] Letter from James Popple, Chief Executive Officer, Law Council of Australia to The Hon. Andrew Bell AC, Chief Justice of NSW and the Hon. Justice Anthony Payne, Presiding Member of the LPAB, 30 October 2025, [10].
[261] Ibid, [6].
[262] Ibid, [14].
[263] Ibid, [17].
[264] Ibid, [22].
[265] Ibid, [22].
[266] Ibid, [22].
[267] Ibid, [22].

(v) "[A] rush by prospective students to NSW universities to pursue a lower costs and faster pathway to the profession, creating a brain drain elsewhere."[268]

(vi) The Australian legal profession is diverse with NSW having:

a. relatively high representation of solicitors to population;

b. relatively more solicitors in large law firms;

c. relatively higher proportions in sole practices;

d. relatively high proportions of solicitors admitted for 15 years or more; and

e. the highest proportion of solicitors working in the corporate legal sector.[269]

Reform will need to include a holistic implementation strategy to provide law schools and PLT providers with clear milestones and sufficient preparation and transition time.[270]

The Law Council provides the following preliminary comments on the LPAB's preferred approach set out in the Discussion Paper:

(i) the legal profession has significant concerns about the efficacy of wholly-online education "in facilitating engagement, interaction and interpersonal skills..."[271]

(ii) law is fundamentally human-centred involving strong interpersonal skills best learned over time through in-person interaction which also "facilitates the development of professional networks, and is essential in consolidating professional knowledge, customs and resilience."[272]

(iii) RRR graduates may be particularly adversely affected by in-person requirements and the Law Council encourages measures to reduce those impacts. It supports a HELP debt reduction for RRR lawyers.[273]

(iv) A 75 days' work experience requirement is a significant barrier to entry and there is support in the profession to reduce such barriers.[274] There may however be benefits in substantial work placements "including practice knowledge, skills development, network building and professional socialisation."[275]

(v) Comments on the concerns about lengthy workplace requirements in the Discussion Paper include that:

a. Whilst some firms may find it difficult to allocate meaningful work for 75 days, the period need not all be completed with one firm;

b. The primary focus of work placements is training lawyers, not giving firms an opportunity to assess potential employees; and

[268] Ibid, [22].
[269] Ibid, [23].
[270] Ibid, [36], [39].
[271] Ibid, [44].
[272] Ibid, [45].
[273] Ibid, [50].
[274] Ibid, [55].
[275] Ibid, [56].

c. The risk of exploitation of graduates should be addressed as an ethical and regulatory issue.[276]

(vi) The recognition of work placements undertaken during law degrees is supported subject to alignment with structured education outcomes.[277]

(vii) The review and modernisation of general skills and competencies for entry-level lawyers and their distinguishment from skills best developed after admission is generally supported.[278] The Law Society of NSW's Solicitor Capability Framework may assist.[279]

(viii) Emerging areas such as anti-money laundering and counter terrorism, risk management and the obligation, uses and limits of technology (including AI) for lawyers should also be considered.[280]

(ix) Including practical skills in law degrees without undermining the acquisition of black letter law is supported.[281] For example, this should include "training in basic advocacy, presentation to colleagues or clients (to include communication skills) and interviewing of clients or witnesses (to obtain instructions or to draft proofs of evidence or affidavits/statements)."[282]

(x) Law schools will need to adequately resource and source the requisite skills of experienced legal practitioners to provide the necessary skills and expertise.[283]

(xi) For the proposed 3 week capstone program to be successful and to avoid the risk of relocating the current issues with PLT to law degrees and post-admission training, will require a "true review of the competencies, innovation in curriculum design and assessment pieces that provide academic rigour and reflect the current required skills of a solicitor."[284]

(xii) To avoid the risk of a fall in PLT quality, removing the requirement for PLT to be taught in an AQF and TEQSA regulated qualification will need to "be accompanied by clearly articulated and rigorously enforced alternative quality assurance mechanisms."[285]

(xiii) If PLT is not taught as an AQF qualification, it will not attract FEE-HELP and this may disadvantage some students having to pay fees upfront even though they may be tax-deductible and the courses cheaper than current PLT programs.[286] FEE-HELP waiver programs may be another approach to improving affordability.[287]

(xiv) The introduction of an additional 15 days of post-admission training would assist in the development of core lawyering skills and knowledge that might otherwise have

[276] Ibid, [57].
[277] Ibid, [58].
[278] Ibid, [61].
[279] Ibid, [64].
[280] Ibid, [63].
[281] Ibid, [66].
[282] Ibid, [68].
[283] Ibid, [69].
[284] Ibid, [71].
[285] Ibid, [75].
[286] Ibid, [79].
[287] Ibid, [78].

been developed by lengthier work placement requirements. It may also open pathways to specialisation, flexibility and relevant training.[288]

(xv) Post-admission training may not attract FEE-HELP and upfront costs (where not borne by employers) may disincentivise some lawyers. The additional time for new lawyers to complete training may also discourage some firms from employing graduates.[289]

(xvi) Sections 53 and 57 of the Uniform Rules may provide a mechanism for the introduction of post-admission training requirements.[290]

(xvii) A requirement for enhanced supervision and mentoring may be worth pursuing.[291] Increased supervision requirements and expectations would create an additional burden for practitioners which would be particularly significant for smaller firms.[292]

(xviii) Supervisors would require appropriate support, training and clear articulation of the requirements so that supervision is not superficial and "to help ensure consistency, quality and beneficial outcomes for the early career lawyers."[293]

(xix) The proposal to reduce the focus on trusts and office accounting in PLT may require revision given the disciplinary consequences of breaches of trust accounting rules[294] and as "many smaller organisations lack dedicated administrative teams, meaning junior lawyers are often required to assist with trust-related responsibilities."[295] If the proposal to reduce the focus on trusts and office accounting in PLT is introduced "the proposed reforms should be accompanied by appropriate limitations on early career practitioners' practising certificates."[296]

In a subsequent submission, the Law Council noted that issues in legal education extended beyond PLT and include "the cost and quality of law courses, the need to step up the profession's supervision of recent graduates with appropriate support and the need to grapple with the many disruptions of Artificial Intelligence (AI)."[297] The Council identified the following six key principles, from the feedback that it had received from the legal profession, in various consultations in recent years:

(i) Law degrees "must be designed to produce future lawyers,"[298]

(ii) In person learning "is often crucial to developing the human, interpersonal and practical skills needed for legal practice. It can also be vital to building professional networks and collegiality within the profession,"[299]

[288] Ibid, [81].
[289] Ibid, [83].
[290] Ibid, [85].
[291] Ibid, [87].
[292] Ibid, [89].
[293] Ibid, [92].
[294] Ibid, [95].
[295] Ibid, [94].
[296] Ibid, [96].
[297] Letter from Juliana Warner, President, Law Council of Australia to The Hon. Andrew Bell AC, Chief Justice of NSW, 10 December 2025, 1.
[298] Ibid, 2.
[299] Ibid, 2.

(iii) New lawyers need to be trained in the ethical, wise and active use of AI;[300]

(iv) New lawyers need to be supported to develop the human skills which are likely to continue to mark success in the legal profession;[301]

(v) A review of PLT as a bridge between law school and practice is timely;[302]

(vi) The period of supervised post-admission practice is critical to developing capable and competent lawyers;[303]

(vii) Reform must, wherever possible, be nationally consistent.[304]

Legal Services Council (LSC)

An "Overview: Legislative and regulatory reform needed to facilitate introduction of recommended option for PLT reform" was provided by email dated 10 November 2025, from Stephen Bray[305] to the Chief Justice. The Overview considers that to implement the recommended option in the Discussion Paper "amendments will be required to the national admissions framework maintained by LACC, the Legal Profession Uniform Admission Rules 2015 and potentially the Uniform Law and other Uniform Rules."[306]

Legal Services Council's Admissions Committee and the Law Admissions Consultative Committee (together, the Committees)

The Committees do not express a view of the proposed reform options but express their support for national and holistic reform to maintain consistency.[307] The Committees convened as a subcommittee to lead a national review of PLT in early 2025. As part of this review, a survey of early career lawyers and their supervisors was developed and distributed in all jurisdictions other than NSW on 27 October 2025. Responses are open until 28 November 2025.[308] The Committees intend to conduct national consultation on reform options in early 2026. The recommended option in the Discussion Paper would appear to require amendments to LACC documents and the Uniform Admission Rules.[309]

New South Wales Bar Association (Bar Association)

The Bar Association submits that lawyers admitted to the profession, after completion of their law degree and the proposed PLT capstone course, ought to be able to seek admission to the Bar without completing the proposed mandatory post-admission training for newly admitted

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[300] Ibid, 2.
[301] Ibid, 2.
[302] Ibid, 2.
[303] Ibid, 2.
[304] Ibid, 2.
[305] Acting Chief Executive Officer of the LSC and Acting Commissioner for Uniform Legal Services Regulation.
[306] Stephen Bray, "Overview: Legislative and regulatory reform needed to facilitate introduction of recommended option for PLT reform" (November 2025) 1.
[307] Letter from the Hon. Justice Francois Kunc, Chair, Admission Committee and Chair, LACC to The Hon. Andrew Bell AC, Chief Justice of NSW, 30 October 2025, 1, 3.
[308] Ibid, 2.
[309] Ibid, 3.

lawyers.[310] Such candidates for admission to the Bar, would be required to instead successfully complete the Bar Association's requirements (the Bar Exam, the Bar Practice Course, a 12 month readership program, 10 days of supervised practical work in the civil and criminal jurisdiction and, subject to limits on their ability to appear, unless led, in courts and tribunal until those days have been completed).[311]

Victorian Legal Services Board and Commissioner (VLSB&C)

The VLSB&C suggest that the LPAB's reforms be considered as part of the review of the PLT by LACC and the LSC Admissions Committee.[312] Their submission summarises the findings of their 2023 survey of Victorian Early Career Lawyers (ECLs) and 2024 survey of ECL supervisors about supervised legal practice (SLP) in Victoria and a relevant question in the Legal Services Research Centre's 2025 Legal Census as follows. Victorian supervisors:

1. are concerned about the skills of ECLs with 40% agreeing that this lack of skills and knowledge as a barrier to the effectiveness of their supervision;
2. consider that their ECLs had sufficient substantive legal knowledge but were unable to apply that knowledge in practice;
3. were concerned about the negative impact of online learning on communication skills and the ability to form professional networks;
4. and their supervisees were often unclear of the capabilities ECLs needed to develop during supervision; and
5. can experience significant additional workload and stress due to their supervisory roles.[313]

The VLSB&C are developing resources to assist supervisors and supervisees which they expect to publish in November 2025.[314] The VLSB&C expressed the following concerns with the LPAB's preferred model:

(i) It may make supervision less appealing especially for smaller practices.[315]

(ii) It will need to take into account the power balance between ECLs and supervisors given that the Victorian research has shown that ECLs experience higher rates of sexual harassment, bullying, poor wellbeing, unreasonable workloads and hours than other lawyers.[316]

(iii) Replacing PLT "with a 2-3 week face to face capstone course as part of the law degree" may adversely impact on networking opportunities and career mentoring

[310] Letter from Dominic Toomey SC, President of the NSW Bar Association to the Hon. Justice Anthony Payne, Presiding Member of the LPAB, 17 December 2025, [1]-[2].
[311] Ibid, [1]-[2].
[312] Victorian Legal Services Board and Commissioner, "Submission to the Legal Profession Admission Board of NSW Response to September 2025 Discussion Paper on PLT Reform" (3 November 2025) [1].
[313] Ibid, [2].
[314] Ibid, [2].
[315] Ibid, [3].
[316] Ibid, [3]-[4].

disadvantaging graduates without existing connections or who experience other barriers to employment.[317]

(iv) The requirement for face to face learning may adversely impact access to students from the regions or with caring, work or other commitments.[318]

(v) The requirement for ECLs to undertake mandatory additional post-admission training may risk funnelling ECLs into too early a specialisation unlike PLT which gives students exposure to several areas.[319]

(vi) The proposal would require amendment to several parts of the Uniform Law and associated Rules.[320]

Victorian Legal Admissions Board (VLAB)

VLAB considers that any review of PLT should be undertaken nationally "before any changes to a carefully constructed, graduated system of legal education are made."[321] VLAB notes that if NSW unilaterally adopted the LPAB recommended option, it would call into question "whether graduates who have completed a three-week lawyers' skills training course could be admitted in Victoria."[322] Noting the review being undertaken by LACC and the Admission Committee, VLAB's view is "that national review of PLT should run to its conclusion before any jurisdiction deviates from the current system."[323]

[317] Ibid, [4].
[318] Ibid, [4].
[319] Ibid, [4].
[320] Ibid, [4].
[321] Letter from the Hon. David Habersberger KC, Chair, Victorian Legal Admissions Board to the Hon. Justice Anthony Payne, Presiding Member of the LPAB, 28 October 2025, 1.
[322] Ibid, 1.
[323] Ibid, 2.

Annexure E: Summary of consultations with law schools and PLT Providers

Consultation with law schools and PLT providers about implementation of the LPAB's proposals have and are taking place. A summary of those discussions is set out below:

Australian Catholic University (ACU)

A Teams meeting with ACU took place on 19 February 2026.[324] On 17 February 2026 ACU provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered.[325] ACU considered that it would be beneficial if the LPAB could provide more certainty as to what it expects in terms of mastery of the Schedule Skills, mapping of the Schedule Skills and evidence of their satisfaction. They suggested that one option would be to require each law school to have and maintain a curriculum map with details of their coverage – and depth of coverage (e.g. cornerstone, keystone or capstone) - of the Priestley 11 and the Schedule Skills showing where it is taught, how it is learned and, if it is assessed, where it is assessed. If adopted, the LPAB might provide a template for law schools to maintain. ACU indicated that scaffolding between law schools and PLT providers in relation to the Schedule Skills would be highly desirable. ACU considered that it was a very sensible idea to require PALT once law graduates were "on the job" and able to bring what they have learnt and seen in practice to their training.

Australian College of Applied Professions (ACAP)

On 30 January 2026 ACAP attended a Teams meeting to discuss the LPAB's proposed reforms.[326] ACAP was requested to consider preparing a draft structure for a 3-4 week pre-admission PLT program and indicated that they would develop a course outline. ACAP discussed the Victorian Legal Services Board and Commissioner's "Early Career Lawyer Capability Framework." On 27 February 2026 ACAP informed the LPAB that it has decided to pause delivery of the March 2026 study period (SP03) for the GDLP.[327] ACAP's GDLP includes an additional 45 days of workplace experience beyond the minimum requirement and runs over 14 weeks (a volume of learning of approximately 990 hours). ACAP is proposing to instead offer an 8-week GCLP with a preferred launch in July 2026 (SP07). The proposed GCLP would have these features:

- Require 15 days of in-person intensive tuition (as currently required in NSW)
- Require 15 days of workplace experience
- Maintain full coverage of all LACC Competency Standards
- Retain admission standards and learning outcomes
- Remove the additional 45-day workplace experience component
- Adjust assessment volume proportionately to align with Graduate Certificate expectations

[324] Teams meeting with Associate Professor Amanda Alexander, Interim Dean of Law, ACU, David Spencer, Course Coordinator, ACU, The Hon. Justice Anthony Payne and Emeritus Professor Michael Quinlan, 19 February 2026.
[325] Email from Tiva Souksavath, Australian Catholic University to Margaret Horan, Secretariat Officer, LPAB, 17 February 2026.
[326] Teams meeting with Desi Vlahos, Course Leader and Senior Lecturer, ACAP, Paul McCormick, ACAP, The Hon. Justice Anthony Payne, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 30 January 2026.
[327] Email from Desi Vlahos, Course Leader and Senior Lecturer to The Hon. Justice Anthony Payne, 27 February 2026.

- A volume of learning of approximately 500–550 hours.

Australian National Institute of Management and Commerce (IMC)

On 13 February 2026 IMC attended a Teams meeting to discuss the then draft of the Skills Schedule.[328] IMC indicated that they were already covering many of the Pre-admission Skills and where that was not the case, they expected to be able to integrate them into their law degree relatively easy. IMC currently has a small cohort (12 students) and all teaching staff are legal practitioners with equal numbers of barristers and solicitors. IMC provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered on 19 February 2026[329] and an updated annotated Skills Schedule on 26 February 2026.[330] In providing this annotated Skills Schedule, IMC noted that a new curriculum expert would be joining IMC on 16 March 2026.

Charles Sturt University (CSU)

On 12 February 2026 CSU attended a Teams meeting to discuss the then draft of the Skills Schedule.[331] CSU indicated that they expected to be able to accommodate a commencement date for embedding the Pre-admission Skills in the 2028 academic year. CSU agreed to provide an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered. CSU provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently covered on 6 March 2026.[332] CSU have labelled a column in the Skills Schedule "Charles Sturt University existing inclusion" and left a blank in that column related to those skills which CSU does not presently cover in its law degrees. These are Communication (ii), Communication (v), Commercial negotiation, Drafting legal documents (i), Legal Research (ii) and Ethics, Professional Responsibility and life as a lawyer (viii). CSU have been asked to provide an updated Skills Schedule identifying whether CSU could cover the skills it does not currently cover and if so where and how it might do so.

Leo Cussen Centre for Law (Leo Cussen)

On 29 January 2026 Leo Cussen attended a Teams meeting to discuss the LPAB's proposed reforms.[333] Leo Cussen's development of a PMC course with a focus on Community Legal Centre lawyers was discussed. Leo Cussen agreed to provide their program on a commercial in confidence basis.

Leo Cussen raised for consideration for inclusion in the Skills Schedule two skills mentioned at the end of the document with an accompanying explanation as to why they had not been included. The first related to Ethics and Professional Responsibility ("Ability to prepare written

[328] Teams meeting with Professor Michael Adams, Dean of Law, IMC, The Hon. Justice Anthony Payne and Emeritus Professor Michael Quinlan, 13 February 2026.
[329] Email from Professor Michael Adams, Dean of Law, IMC to the LPAB, 19 February 2026.
[330] Email from Professor Michael Adams, Dean of Law, IMC to the LPAB, 26 February 2026.
[331] Teams meeting with Professor Duane Aslett, Director, Centre for Law and Justice, CSU, The Hon. Justice Anthony Payne, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 13 February 2026.
[332] Email from Associate Professor Duane Aslett, Director, Centre for Law and Justice, CSU to the LPAB, 6 March 2026.
[333] Teams meeting with Shirley Southgate, Executive Director, Leo Cussen, The Hon. Justice Anthony Payne, The Hon. Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 29 February 2026.

advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality) with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors' Conduct Rules 2015 and relevant case law") and the second was in relation to sexual harassment and bullying. On the first, Leo Cussen suggested that the Skills Schedule should include the ability to look at a scenario, identify an ethical problem and then to plan out what to do with the assessment, e.g. to talk with a supervisor or senior partner about the issue. On the second, Leo Cussen considered that new lawyers needed to develop skills relating to acceptable behaviour and conduct given the sexual harassment and bullying issues in the legal profession.

On 2 March 2026 Leo Cussen provided three documents[334]:

1. A pre-publication draft of an article titled: "Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway"[335] which is intended for publication following peer review. This article proposes reframing PLT within a continuum of legal education in which PLT would focus on professional formation by developing transferable professional skills.
2. A "Taxonomy of Advanced Skill Types Mapped to a Classification of Professional Skill Capabilities". This document groups the skills identified in the Discussion Paper and maps them to specific skills, capabilities, assessments and the Competencies. Leo Cussen requested that this document be treated as "Commercial in Confidence" and that it not be published.
3. A course framework titled "Graduate Certificate Legal Practice: Constructive Alignment & Curriculum Development Notes" for a 9-module, 12-week course consistent with the TEQSA and Australian Quality Skills Authority frameworks. Leo Cussen has requested that this document be treated as "Commercial in Confidence" and that it not be published.

In "Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway"[336] the authors propose a model of legal education comprising four-stages:

1. Academic legal education in law degrees to develop doctrinal understanding, legal reasoning and argument;[337]
2. Assessed professional legal training which involves "structured assessed skills formation;" [338]
3. Supervised legal practice (SLP);
4. Post-admission specialist CPD.

The paper begins by identifying that there are problems with current legal education including that:

[334] Email from Shirley Southgate, Executive Director, Leo Cussen to The Hon. Justice Anthony Payne, 2 March 2026.
[335] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway'.
[336] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway'.
[337] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 3.
[338] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 3.

> At present, universities, PLT providers, employers and CPD providers frequently operate in 'silos' rather than in partnership, with limited shared agreement on expectations, standards, and the capabilities that a newly admitted practitioners should readily demonstrate.[339]

It argues that this issue can be addressed through "[a] skills-base pathway – mapped across stages, assessed rigorously, and consolidated through structured supervision."[340]

The paper sees law degrees as the foundational discipline platform building "doctrinal; understanding, legal method, critical analysis and ethical reasoning."[341] It proposes that PLT should be at AQF Level 8 and develop graduates ability "to integrate doctrine, skills, ethics and professional judgement in authentic settings."[342] PLT should sit "at the apex of the formal educational pathway, consolidating and extending the "academic" foundations of the LLB/JD into demonstrable professional capability."[343] The authors argue that the Competency Standards "remain the right regulatory anchor" but that they need to be reframed away from topics to skills and performance outcomes.[344] The authors support the VLSB+C's 2025 Early Career Lawyer Capability Framework, Supervisor Plan Template and Reflective Practice Template and argue that supervisors need to be trained in their use.[345] They argue that "supervisors need capability not only in technical lawyering, but in supervision-as-pedagogy: diagnosing capability gaps, prescribing practice opportunities, and providing feedback that changes performance." [346] The paper argues for a post-admission specialist training stage "because specialisation is intrinsically context-dependent." [347] They identify this stage as being aligned with AQF Level 9.[348]

On 2 March, 2026 Leo Cussen provided an outline of the various ways in which they support and work with not-for-profits, community legal centres and government agencies together with a list of the CPD courses run by Leo Cussen for such organisations.[349]

[339] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 2.
[340] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 18.
[341] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 7.
[342] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 4.
[343] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 6.
[344] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 13.
[345] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 15.
[346] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 15.
[347] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 16.
[348] Shirley Southgate and Dr Donald Feaver, 'Lifting PLT from Practical to Professional Within a Coordinated Legal Education Pathway', 17.
[349] Email from Shirley Southgate, Executive Director, Leo Cussen to The Hon. Justice Anthony Payne, 2 March 2026.

Macquarie University (Macquarie)

On 4 February 2026 Macquarie attended a Teams meeting to discuss the then draft of the Skills Schedule.[350] As a large Law school, Macquarie expressed some concern as to the resources that would be required to assess some of the Pre-admission Skills at scale. In this context, Macquarie discussed the "Silly Tavern" agentic/conversational AI tool which they use to simulate interviewing a client of students. Macquarie indicated that all of their law students already are required to prepare a written advice on a simple fact scenario raising ethical issues for a lawyer, including conflicts of interest and confidentiality, with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2016 and relevant case law. Macquarie raised concerns about the addition of the Pre-admission Skills to law degrees in law schools and in relation to the assessment of the recognition of prior learning (RPL) challenges presented by students transferring between law schools. The possibility of law schools developing and maintaining a "skills passport" for each student recording their satisfaction of the Pre-admission Skills was discussed.

On 6 February 2026 Macquarie provided written comments in relation to the Skills Schedule and an annotated Skills Schedule.[351] On 8 March 2026 provided a slightly edited version of this annotated Skills Schedule.[352] A copy of the Macquarie annotated Skills Schedule forms part of Annexure F to this Paper. The annotated Skills Schedule indicates that many – but not all – of the Pre-admission Skills are already part of Macquarie's law degrees.

In their written comments Macquarie raised the following concerns/suggestions:

(i) Assessment challenges at scale particularly in relation to Pre-admission Skills requiring intensive individual assessment such as client interviewing, advocacy, negotiation and witness statement preparation.

(ii) Some Pre-admission Skills assume holistic, integrated thinking across practice areas and, rather than being taught in Priestley courses, would better be taught in final year capstone courses or Work Integrated Learning placements (WIL) or in post-admission PLT or PALT.

(iii) Some Pre-admission Skills might be developed utilising simulations of clients generated by AI. For this reason the "LPAB should explicitly recognize technology-assisted learning and AI simulation with academic oversight, as valid pedagogical methods for developing practical skills, while maintaining human assessment for competency verification where appropriate."[353]

(iv) Whilst WIL is compulsory in Macquarie's law degrees, "WIL has inherent limitations as a primary vehicle for consistent skills development [including] practice-specific variation…software diversity… access inequality [and] Timing constraints." [354]

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[350] Teams meeting with Professor Lise Barry, Dean, Macquarie Law School, The Hon. Justice Anthony Payne, The Hon. Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 4 February 2026.
[351] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 5 February 2026.
[352] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 8 March 2026.
[353] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 5 February 2026, 5.
[354] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 5 February 2026, 4.

(v) The "Transferability Problem" referring to assessing RPL of law students transferring between law degrees. To address this, Macquarie recommend that the Pre-admission Skills be framed "as learning outcomes rather than prescriptive delivery location." [355] The aim is to allow "flexible delivery through various subjects, WIL, simulation exercises or clinical programs."[356]

(vi) "Duplication with Existing Requirements".

Macquarie provides the following concluding observations:

Macquarie Law School strongly supports enhanced practical skills development and is actively engaged in curriculum transformation. We are implementing technology-assisted learning, maintaining strong WIL partnerships, and are undertaking comprehensive curriculum review mandated for 2026-27. However, sustainable and effective practical skills education requires:

- Realistic expectations about what can be achieved in large cohort teaching
- Recognition of when post-admission development under supervision is more appropriate
- Flexibility to accommodate different institutional contexts and student cohorts
- Adequate resources to support the different teaching and assessment models required

We are committed to working collaboratively with LPAB to design a framework that is ambitious yet achievable, rigorous yet flexible, and genuinely enhances graduate readiness for legal practice.[357]

On 11 February 2026 Macquarie offered to arrange a time for a demonstration of their agentic AI tools[358]and this took place on 4 March 2026. "Silly Tavern" is a programmable Large Language Model (LLM) that has been developed and deployed by Macquarie to facilitate text based real time interactions that students have with simulated clients in exercises such as taking instructions.

The College of Law

On 23 December 2025 the College attended a meeting to discuss the LPAB's proposed reforms.[359] The College was requested to consider preparing a draft structure for a 3-4 week pre-admission PLT program and indicated that they would develop a course outline. The College provided a tentative, draft 4 week pre-admission PLT program with suggestions as to how it might be reduced to 3 weeks on 21 January 2026.[360] The College has indicated a willingness to assist in the development of a possible bridging course to equip law school graduates who commenced their law degree prior to the commencement of the 2028 academic year when the

[355] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 5 February 2026, 5.
[356] Email from Professor Lise Barry, Dean, Macquarie Law School, to The Hon. Justice Anthony Payne, 5 February 2026, 5.
[357] Email from Professor Lise Barry Lise Barry, Dean, Macquarie Law School to The Hon Justice Anthony Payne, 5 February 2026, 8.
[358] Email from Professor Lise Barry Lise Barry, Dean, Macquarie Law School to The Hon Justice Anthony Payne, 11 February 2026.
[359] Teams meeting with Lewis Patrick, Chief Academic Officer, College of Law, The Hon. Justice Anthony Payne, the Hon. Justice Jeremy Kirk and Wen-Ts'ai Lim.
[360] Email from Lewis Patrick, Chief Academic Officer, College of Law to The Hon. Justice Anthony Payne, 21 January 2026.

requirement for NSW law school to incorporate the Pre-admission Skills in their law degrees is intended to come into operation. On 11 February 2026 the College provided some tentative thoughts and suggestion regarding the design of such a course.[361]

The University of Newcastle (Newcastle)

On 29 January 2026 Newcastle attended a Teams meeting to discuss the then draft of the Skills Schedule.[362] Newcastle indicated that they were confident that the Pre-admission Skills could be covered in their law degrees but indicated that they were considering whether additional teaching hours might be required to do so. Newcastle was troubled by the challenges which could arise in future with the addition of the Pre-admission Skills, specifically related to the verification of future applications for advanced standing/RPL. It was requested of Newcastle to consider preparing a draft structure for a 3-4 week pre-admission PLT program and Newcastle indicated that they would develop a course outline.

Southern Cross University (SCU)

On 12 February 2026 SCU attended a Teams meeting to discuss the then draft of the Skills Schedule.[363] SCU indicated that their law degree had always been a practical one and that the majority of the faculty were current or former lawyers who have practical experience. SCU also indicated that the vast majority of their students joined the legal profession and studies their law degrees with that ambition. As a result, SCU indicated that they were already covering many of the Pre-admission Skills and that they expected that, where that was not so, they could easily be added to their law degree. SCU expected to be able to accommodate a commencement date for embedding the Pre-admission Skills in the 2028 academic year. On 26 February 2026 SCU provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered.[364] A copy of the SCU annotated Skills Schedule forms part of Annexure F and demonstrates that SCU already includes almost all of the Pre-admission Skills in its law degree. In the cover letter attaching the Schedule Skills, SCU confirmed that most of the Schedule Skills were already incorporated into compulsory units within their law degree. SCU also indicated that where this was not already so, they did not anticipate any significant hurdles in adding these items to compulsory units. In SCU's annotated table they have suggested where these Schedule Skills might be placed in their law degree. SCU supports the concept of a "Skills Passport" for students to assist in the tracking of completion of the Schedule Skills where students change courses, seek advanced standing, or undertake cross institutional study. SCU suggest that such a skills passport might record Satisfactory/Unsatisfactory or Competent/Not Competent as the assessment criteria. SCU also

[361] Email from Lewis Patrick, Chief Academic Officer, College of Law to The Hon. Justice Anthony Payne attaching document "Design of a bridging course to commence in 2028", 11 February 2026.
[362] Teams meeting with Professor Belinda Bennett, Head of School and Dean at the School of Law and Justice, Newcastle University, Sarah Brausch, Newcastle University, The Hon. Justice Anthony Payne, The Hon. Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan.
[363] Teams meeting Professor David Heilpern, Dean of Law and Professor Helen Walsh, Associate Dean of Education, School of Law and Business, The Hon Justice Anthony Payne, The Hon. Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan.
[364] Email from Fiona Eggler and Jane McLennan, Curriculum and Accreditation Co-ordinators, SCU to the LPAB, attaching a letter dated 26 February 2026 from Professor David Heilpern to The Hon. Justice Anthony Payne, 26 February 2026.

confirmed that whilst they did not believe that they had the economies of scale to offer the pre-admission PLT program or PALT courses they would be open to developing the concept of a combined PLT course or PALT courses for non-metro law schools – CSU, UNE and SCU.

The University of New England (UNE)

On 13 February 2026 UNE attended a Teams meeting to discuss the then draft of the Skills Schedule.[365] UNE indicated that a starting date for implementation of the commencement of academic year 2028 would be great and certainly doable. They expressed a strong appetite subject to resourcing of engaging with the pre-admission PLT program and PALT courses. They raised concerns about the specificity of some of the Pre-admission Skills – in particular requiring multiple form of named communication modes. They indicated that UNE is looking to open a Tamworth campus in coming years. On 27 February 2026 UNE provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered.[366] Whilst UNE's table broadly indicates that they cover each of the Schedule Skills or could do so, their table begins with specific comments listing "some difficulties [they] have with what expectations the table might convey." In summary these concerns are:

1. That the heading to column 3 "Where assessed simulation could be included in law degree…" suggests that every Schedule Skill requires an "assessed simulation." They give as an example of a Schedule Skill which could not practically be tested by an "assessed simulation": "understanding obligations towards the community" in Ethics & Professional Responsibility.

2. They are concerned that the Schedule Skills are over-particularised. In relation to Communication for example they say that if assessed through simulations this would be very expensive and, given that their students come from many places in and outside Australia, impossible for them. For example, they say that they cannot have their students actually attend an in person face to face conference.

3. They suggest that the LPAB "convey an expectation that there be a number of role-playing assessments incorporated within the degree which test aspects of communication[,] collaboration, court processes and advocacy and dispute resolution and that those assessments have significant weight" rather than specifying particular Schedule Skills.

4. They complain of over-particularisation requiring assessable simulations of negotiation in more than one area of law.

5. They are concerned that the LPAB will require an assurance that every skill has been mastered to the level necessary for a new graduate. They suggest a formulation that "law schools …make reasonable attempts to develop the practical skills mentioned."

[365] Teams Meeting with Professor Alpana Roy, Head of School – Law, UNE, Professor Eric Ghosh, Deputy Dean of Law, UNE, Kip Warren, Chair of Education, UNE, Kathy Johnson, Course Manager, UNE, The Hon. Justice Anthony Payne and Emeritus Professor Michael Quinlan, 13 February 2026.
[366] Email from Professor Alpana Roy, Head of School – Law, UNE to the LPAB, 27 February 2026.

6. They refer to their obligations under the *Disability Standards for Education 2005* (Cth).

University of New South Wales (UNSW)

On 29 January 2026 Professor Andrew Lynch, Dean of Law, UNSW, attended an in person meeting to discuss the proposed pre-admission PLT course and the then draft of the Skills Schedule. On 28 January 2026 in preparation for this meeting, UNSW provided "preliminary thoughts" on the Skills Schedule in the form of a preliminary draft of an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered and concerns with the Pre-admission Skills.[367] As the cover email made clear this annotated Skills Schedule was "subject to further development in the PLT course." The preliminary annotated Skills Schedule indicated that a number of the Pre-admission Skills were already taught at UNSW in their law degree or formed part of their compulsory CLC/WIL course. The preliminary annotated Skills Schedule identified a number of skills which would be "[d]ifficult to include in P11 [Priestley 11] subjects due to student numbers and [the] extent of prescribed academic knowledge content." In relation to the "Matters raised or considered but not included" section of the Skills Schedule, UNSW agreed with their exclusion other than in relation to "sexual harassment and bullying given recent attention to issues in the profession."

In the meeting, UNSW noted that whilst it offered a highly interactive law degree taught in seminars, skills acquisition is going to be very challenging for law schools with large class sizes and those very reliant on online teaching. UNSW had concerns about the scalability of some of the Pre-admission Skills. For example, an individual exercise such as the ability to take instructions in relation to a simple contract or to provide advice to a client in several specific formats, if required to be undertaken by the hundreds of students in their cohort, would be a large scale and expensive exercise. One potential assistance to monitoring acquisition of the Pre-admission Skills – which may also assist in assessing RPL applications by law students transferring between law schools – might be the development of a "skills passport." This would record when and where a student had developed the mandated Pre-admission Skills. UNSW expressed support for an implementation of the reforms for the commencement of the 2028 academic year. UNSW agreed that it could provide a revised annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered and concerns with the Pre-admission Skills.

UNSW considered that a 4 week rather than 2-3 week pre-admission PLT course would be more realistic and preferable. UNSW suggested that a shorter program might be considered for those graduates with substantial experience in the profession gained whilst studying their law degree. UNSW was requested to consider preparing a draft structure for a 3-4 week pre-admission PLT program. A draft structure was provided on 5 March 2026.[368]

UNSW provided a revised annotated Skills Schedule on 15 February 2026 a copy of which forms part of Annexure F.[369] UNSW's annotated Skills Schedule indicates the many places where the Pre-admission Skills are or might be included in Priestley 11 subjects in UNSW's law degrees. UNSW also submitted that some of the Pre-admission Skills would be better taught and

[367] Email from Professor Andrew Lynch, Dean of Law, UNSW to The Hon. Justice Anthony Payne, 28 January 2026.
[368] Email from Professor Andrew Lynch, Dean of Law, UNSW to The Hon. Justice Anthony Payne, 5 March 2026.
[369] Email from Professor Andrew Lynch, Dean of Law, UNSW to The Hon. Justice Anthony Payne, 15 February 2026.

assessed in the pre-admission PLT course. UNSW observed that including the Pre-admission Skills in their law degrees "is far from being an exercise simply of redesigning existing assessment tasks through which students' academic learning is ascertained. It will require effective instruction and practice beforehand, and this will necessitate the reallocation of time in relevant subjects away from the prescribed areas of knowledge, impacting the depth with which those topics are studied."[370] UNSW pointed to the operational issues and time involved in actual assessment of some of the skills in large student cohorts.

University of Notre Dame Australia (UNDA)

On 11 February 2026 UNDA attended a Teams meeting to discuss the then draft of the Skills Schedule.[371] UNDA thanked the LPAB for leading the changes proposed which they considered to be important and exciting. UNDA indicated that they were already covering many of the Pre-admission Skills and that where that was not the case, they could easily be added. UNDA has a focus on practical skills and academic staff in Sydney drawn from the legal profession. One qualification which UNDA raised was in relation to the number of Pre-admission Skills given a UNDA approach of limiting assessments in each subject to 3-4. UNDA indicated that this discussion and reform agenda were timely as the school was about to embark on an assessment review. A commencement date for embedding the Pre-admission Skills in the 2028 academic year would work for UNDA. UNDA also indicated that they would be looking into the potential for them to provide the pre-admission PLT program and PALT courses. UNDA agreed to provide an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered.

University of Sydney (Sydney)

A Teams meeting with Sydney took place on 17 February 2026.[372] Sydney indicated that they were generally very supportive of the proposed shift towards embedding skills in law degrees. They noted that they had completed a curriculum review last year. As a result of that review, Sydney is placing more emphasis on the teaching of collaborative skills, teaching critical AI literacy and discernment and an integrity-based approach with a shift towards more oral assessments. They also indicated that they were expanding their capacity to teach experientially and in a clinical learning context which they aimed to expand to all students. As a result, in some instances, the Pre-admission Skills were already included in their law degrees – especially those relating to Professional Responsibility and Ethics. They noted however that generally in many of the areas addressed by the Pre-admission Skills, whilst Sydney was currently teaching the fundamentals they were not explicitly teaching all of the listed Pre-admission Skills. They suggested that some of the Pre-admission Skills might be described in more general terms, as fundamental adaptable skills, and that some are presently described in the Skills Schedule as highly specific context dependent skills. Sydney also indicated that, in

[370] Email from Professor Andrew Lynch, Dean of Law, UNSW to The Hon. Justice Anthony Payne, 15 February 2026.
[371] Teams Meeting with Professor David Carter, Head of School, Law and Business, UNDA, Professor Gerard Ryan, Program Coordinator, Law, Teams meeting with UNDA, The Hon. Justice Anthony Payne, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 11 February 2026.
[372] Teams meeting with Professor Fleur Johns, Dean and Head of School, Sydney Law School, Stuart Lowe, Associate Dean, Professional Law Program, Sydney Law School, Kevin Walton, Associate Dean, Education, Sydney Law School, Natasha De Zilva, Education Manager, Sydney Law School, The Hon. Justice Anthony Payne, The Hon. Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 17 February 2026.

addition to the compulsory units covering the Priestley 11, their law degrees currently include compulsory units in Conflicts of Law, Public International Law and Jurisprudence. They indicated a concern with cramming law degrees with too many compulsory requirements as that might require a reduction in elective offerings which provide students with opportunities to explore, discover and identify their professional interests.

Sydney provided an annotated Skills Schedule commenting on each of the Pre-admission Skills, identifying where some of the Pre-admission Skills are presently covered in their law degrees and where they might be covered and where there is no scope to do so, on 9 March 2026.[373] A copy of Sydney's annotated Skills Schedule forms part of Annexure F to this Paper.

In their cover letter, Sydney:

- Agrees that the incorporation of more practical skills in law degrees would benefit law students and noted this approach is aligned with Sydney's current strategic direction.
- Notes that as a result of the curriculum review completed in 2024 Sydney's law degrees include a greater range of skills assessment.
- "[A]re not supportive of the LPAB prescribing with great specificity and parochialism the skills that should be assessed in NSW law schools."[374]
- Argues that the Skills Schedule is too specific and identify skills "in immense detail",[375] for example by identifying modes of communications (e.g. in 'Communication (iii) and (iv)) and prioritises commercial negotiation, NSW court etiquette and advocacy.
- Expresses concern that the Skills Schedule would rapidly become out of date, risks stymying curricula innovation and adding to assessment loads, reduces the ability of law schools to offer law electives and prioritises certain forms of practice such that it "could be taken to diminish the importance of non-commercial, public interest, non-litigation (i.e. transactional) and/or governmental or intergovernmental legal practice"[376] and practice outside NSW.
- Argues for the skills to be set at a much higher level of generality focussed on generic, fundamental and adaptable skills.
- Indicates that, whilst they have no plans to provide PLT or PALT, some of their CPE/CPD offerings may satisfy some of those requirements.

[373] Email from Professor Fleur Johns, Dean and Head of School, Sydney Law School, to the LPAB, 9 March 2026.
[374] Letter from Professor Fleur Johns, Dean and Head of School, Sydney Law School, to The Hon. Justice Anthony Payne, 9 March 2026, 2.
[375] Letter from Professor Fleur Johns, Dean and Head of School, Sydney Law School, to The Hon. Justice Anthony Payne, 9 March 2026, 2.
[376] Letter from Professor Fleur Johns, Dean and Head of School, Sydney Law School, to The Hon. Justice Anthony Payne, 9 March 2026, 2.

University of Technology Sydney (UTS)

On 30 January 2026 UTS attended a Teams meeting to discuss the then draft of the Skills Schedule.[377] UTS indicated that they were confident that the Pre-admission Skills were assessed – or able to be assessed - by UTS in compulsory law courses within their law degrees but undertook to provide an annotated Skills Schedule with their comments. UTS was not troubled by the addition of the Pre-admission Skills to the matters which would require checking in future applications for advanced standing/RPL. UTS was requested to consider preparing a draft structure for a 3-4 week pre-admission PLT program. On 10 February 2026 UTS provided written comments on the then draft of the Skills Schedule.[378] UTS indicated that the majority of Pre-admission Skills were already or, if not, that they could be, covered in their law degrees. UTS also provided helpful comments on those Pre-admission Skills which, in their view, might best be covered only in the pre-admission PLT course.

University of Wollongong (Wollongong)

On 24 February 2026 Wollongong attended a Teams meeting to discuss the then draft of the Skills Schedule. [379] Wollongong noted that some of the Pre-admission Skills were already part of their law degrees with students exposed to or assessed in them. Wollongong had some practical questions including whether a student could pass a course if they were to fail to demonstrate one of Pre-admission Skills, whether each student was required to be exposed to – or assessed in – each of the Pre-admission Skills and if incorporation of the Pre-admission Skills into law degrees would necessitate mandatory attendance or attendance to a certain percentage. Wollongong indicated that their law degrees include a mandatory 4 week internship. They also indicated that they would be open to considering the possibility of offering PALT courses.

On 6 March 2026 Wollongong provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered. [380]

A copy of the Wollongong annotated Skills Schedule forms part of Annexure F to this Paper and demonstrates that Wollongong already includes many of the Pre-admission Skills in its law degrees.

In their annotated Skills Schedule, Wollongong:

- Suggests that the reference to “Corporations and Partnerships” in the third column of the Skills Schedule be replaced with “Company Law” to align with the Priestley 11.
- Suggests reconsideration or clarification of those Pre-admission Skills involving multiple forms of communication (e.g. Communication (iii) and Communication (iv)) as to whether specific forms of communication would be required to be evidenced.

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[377] Teams meeting with Professor Anita Stuhmcke, Dean of Law, UTS, Maxine Evers, Associate Professor, UTS, The Hon. Justice Payne and Wen-Ts’ai Lim, 30 January 2026.
[378] Email from Maxine Evers, Associate Professor, UTS to The Hon. Justice Anthony Payne, 10 February 2026.
[379] Teams meeting with Cassandra Sharp, Interim Dean of Law, Wollongong, John Littrich, Senior Lecturer and Internship Coordinator, Wollongong, Sarah Wright, Discipline Leader and Academic Program Coordinator, Wollongong meeting with The Hon. Justice Anthony Payne and Wen-Ts’ai Lim, 24 February 2026.
[380] Email dated 5 February 2026 from Cassandra Sharp, Interim Dean of Law of the University of, Wollongong to the LPAB attaching annotated Skills Schedule, 5 February 2026.

- Sought clarification as to whether both in court and out of court communications were intended to be included in Pre-admission Skills "Court processes and etiquette/ advocacy (ii))."

In their cover letter, Wollongong:

- Notes that there would be a need for transitional arrangements for students who were part way through their law degrees when the new requirements commenced in 2028.
- Suggests that there be flexibility as to how the Pre-admission Skills were assessed. This should, for example, allow assessment in in-class formative assessments assed within a class-participation assessment mark.
- Expressed concern about additional marking and administrative costs.
- Suggested further consideration be given to the year and level of study appropriate in relation to each of the Pre-admission Skills and as to whether multiple exposures to any of the Pre-admission Skills.
- Suggests that differentiated standards be identified for mastery of the Pre-schedule Skills in relation to law degrees (such as exposure) and to PLT (such as demonstration of competency).
- Sought clarifications to whether every student would need to meet all of the Pre-admission Skills particularly as students may miss a class covering a Pre-admission Skill.
- Suggests that guidance would be needed in relation to students with conditions impacting their ability to meet a Pre-admission Skill.
- Suggests that consideration be given to the impact of the inclusion of the Pre-admission Skills in law degrees for students seeking credit for prior learning.

Western Sydney University (WSU)

On 5 February 2026 WSU attended a Teams meeting to discuss the then draft of the Skills Schedule.[381] On 5 February 2026 WSU provided an annotated Skills Schedule identifying where the Pre-admission Skills are presently or might be covered.[382] A copy of the WSU annotated Skills Schedule forms part of Annexure F to this Paper and demonstrates that WSU already includes most of the Pre-admission Skills in its law degrees.

[381] Teams meeting with Professor Catherine Renshaw, Dean of Law, WSU, Dr Lowell Bautista, Program Lead – Accreditation, School of Law, WSU, The Hon. Justice Anthony Payne, The Hon Justice Jeremy Kirk, Wen-Ts'ai Lim and Emeritus Professor Michael Quinlan, 5 February 2026.
[382] Email from Dr Lowell Bautista, Program Lead – Accreditation, School of Law, WSU to the LPAB, 5 February 2026.

Annexure F: Compilation of Skills Schedule annotated by law schools

Australian Catholic University (ACU)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[383])	Comments by the Thomas More Law School at the Australian Catholic University based on the University's approach to the teaching of graduate capabilities (academic skills) embedded into the Bachelor of Laws program. *(Blue type indicates entries in the table drafted by the NSWLPAB. Black type indicates ACU's response – * please see the "Important Note" at the conclusion of the table)*
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[384]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution	▪ ACU's Graduate Capability GC11 Written Communication Skills is defined as, "A graduate with written communication skills has the ability to present information and ideas effectively in a variety of written genres to diverse audiences". ▪ Not currently taught in the ACU core/Priestley LLB units of study. ▪ Could be taught in both or either of Criminal Procedure (LAWS106) and Civil Procedure (LAWS201) units of study.
	(ii) Ability to take instructions from a client in relation to a simple	Contracts or Corporations and Partnerships	▪ Not currently taught in the ACU core/Priestley LLB units of study.

[383] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[384] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	contract or corporations or partnership matter[385]		▪ Could be taught and assessed in both or either of Contract Law (LAWS105) and Business Organisations (LAWS200) units of study or it could remain in the domain of PLT under the general topic of "taking instructions".
	(iii) Ability to provide advice to a client in relation to a simple[386] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[387]	This could be addressed in any of the Priestley 11 subjects	▪ ACU's Graduate capability GC12 Oral Communication Skills is defined as "A graduate with oral communication skills has the ability to present information and ideas effectively in a variety of spoken genres to diverse audiences". ▪ Not currently specifically taught in the ACU core/Priestley LLB units, although currently many legal problems addressed in tutorials as part of class participation or mid-term style written assessments require students to provide a written response that requires them to "advise a client". ▪ Could be taught and assessed in any Priestley unit although ideally taught at capstone level in say Legal Ethics and Professional Responsibility (LAWS421).
	(iv) Ability to engage in professional communication with other legal practitioners, including:	This could be addressed in any of the Priestley 11 subjects	▪ The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[388]

[385] Andrew Pike email to Justice Payne dated 17 December 2025.
[386] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[387] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[388] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	- by phone - in a meeting (in person or on-line) - by email - by letter		▪ Not currently taught in the ACU core/Priestley LLB units of study, although currently many legal problems addressed in tutorials as part of class participation or mid-term style written assessments require students to provide a written response that requires them to "advise a client". ▪ Could be taught in any Priestley unit although ideally taught at capstone level in say Legal Ethics and Professional Responsibility (LAWS421).
	(v) Ability to interview a witness and prepare a witness statement or affidavit[389]	Criminal Law and Procedure, Civil Dispute Resolution	▪ Not currently taught in the ACU core/Priestley LLB units of study. ▪ Could be taught in both or either of Criminal Procedure (LAWS106) and Civil Procedure (LAWS201) or it could remain in the domain of PLT under the topic of "client interviewing".
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[390]	This could be addressed in any of the Priestley 11 subjects	▪ Not required to be addressed in the capstone course ▪ Already taught and assessed in numerous units in the ACU LLB (for example LAWS104 Foundations of Law and Legal Research, LAWS201 Civil Procedure & ADR and LAWS421 Legal Ethics & Professional Responsibility where students provide oral responses to tutorial questions and problems). Most commonly taught and assessed through tutorial participation and other oral assessment.

[389] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[390] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[391]		▪ Not currently taught in the ACU core/Priestley LLB units of study. ▪ Could be taught alongside the teaching and learning opportunities listed above in the units specified. It would make more sense to teach this requirement alongside the other communication learning tasks listed above in this section of the table.
Collaboration[392]	Ability to work with colleagues within a team, for example in the preparation of a written advice[393]	This could be addressed in any of the Priestley 11 subjects	▪ The practical skills and knowledge covered would include developing collegiality[394], wanting to understand other perspectives and to take feedback,[395] the team nature of legal practice from working with support staff[396], to working with more and less experienced colleagues and working with Counsel.[397] ▪ ACU's Graduate Capability GC4 Collaborative Skills is defined as, "A graduate who has collaborative skills is able to collaborate respectfully and effectively with diverse peoples and groups in local and global contexts".

[391] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[392] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[393] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[394] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[395] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[396] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[397] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

			▪ Already taught and assessed in various units across the curriculum that enable team research writing and presentation skills.
Client relationship[398]	(i) Understand the need to know, relate to, and service the needs of clients[399] whilst maintaining independence[400] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[401]		▪ The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[402] ▪ ACU's Graduate Capability GC6 Community Mindedness is defined as, "A graduate who has the skill of community mindedness is able to engage critically with social issues and work with community in ways that recognise the dignity of the human person and advance the common good". (*Note: not entirely sure this is a direct match between the ACU GC and the listed Practical Knowledge and Skill*). ▪ Could be taught in any Priestley unit although ideally taught in Legal Ethics and Professional Responsibility (LAWS421) where Duty to the Client is taught or it could remain in the domain of PLT under the topic of "client maintenance".

[398] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[399] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[400] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[401] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[402] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[403] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[404]		▪ Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying. ▪ Apropos (i) and (ii) - Not currently taught in the ACU LLB and arguably not a topic that should be taught at law school. This is more a PLT issue than an academic skills-based issue. ▪ Apropos (iii) – already taught in LAWS421 Legal Ethics and Professional Responsibility under the topic of "Duty to the Client" (although the specific skill of file noting is not taught; again, more a PLT topic). ▪ Apropos (iv) - time management skills are taught in our foundational unit LAWS104 Foundations of Law and Legal Research.
Court processes and etiquette[405]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[406] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	▪ In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application

[403] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[404] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[405] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[406] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			▪ A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. ▪ For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[407] and prepare a file note report on what occurred.[408] ▪ Already taught in LAWS421 Legal Ethics and Professional Responsibility where a 20 minute simulated disciplinary Tribunal hearing is conducted where students are required to make an appearance and observe appropriate court etiquette. Similarly, in LAWS201 Civil Procedure & ADR, students are required to make an interlocutory application and observe standard court etiquette.
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility	▪ Already taught in LAWS421Legal Ethics and Professional Responsibility under the topic of "Relationships with the Profession". (Note: only taught at surface level and may require a deeper approach to the topic content and learning activities – see "Important Note" at the conclusion of this table).

[407] The Court attendance element of this task is not a simulation.
[408] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation.

Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[409]	Civil Dispute Resolution	▪ Not currently taught in the ACU core/Priestley LLB units of study. ▪ Dispute resolution processes are taught and assessed in LAWS201 Civil Procedure & ADR and students currently conduct an unassessed negotiation over a domestic lease dispute using a principled negotiation model. This could be converted to a commercial dispute and be assessed.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[410]	Contracts	▪ Taught but not assessed in LAWS201 Civil Procedure & ADR where students conduct an unassessed negotiation over a domestic lease dispute using a principled negotiation model.
Drafting legal documents	(i) Ability to draft a simple contract[411]	Contracts	▪ Not currently covered in our LAWS105 Contract Law unit. Probably a better task for PLT where they have the time to cover the complexities of contract drafting. Most single semester Contract Law Units struggle to get through the topics listed in the prescribed areas of knowledge set out in the Admissions Rules.
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	▪ The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[412]

[409] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[410] Andrew Pike email to Justice Payne dated 17 December 2025.
[411] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[412] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

			▪ Partially taught in LAWS421 Legal Ethics and Professional Responsibility under the topic of "Retainers" (rules and structure and sighting an exemplar) although students do not draft a retainer agreement. Students are taught the applicable common law and are shown the NSW Law Society precedent but do not draft a retainer themselves. This could be included in future iterations of the unit of study.
	(iii) Ability to draft a simple Summons or Statement of Claim[413]	Civil Dispute Resolution	▪ Partially taught in LAWS201 Civil Procedure & ADR under the topic of "Pleadings" (statement of claim (SoC) not a summons). Students are taught the applicable common law and are asked to prepare a SoC for the concomitant tutorial however, this is optional and whilst an exemplar SoC is studied in tutorials, students are not required to draft a SoC. This could be included in future iterations of the unit of study *(see "important Note" at the conclusion of the table)*.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[414]	This could be addressed in any of the Priestley 11 subjects	▪ Not required to be addressed in the capstone course. ▪ ACU's Graduate Capability GC9 Information Literacy is defined as "A graduate who has the skill of information literacy is able to locate and assess the authority and relevance of information from a range of sources, including scholarly,

[413] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[414] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			research-based evidence and the media, and reference them appropriately". ▪ ACU's Graduate Capability GC10 Digital Literacy is defined as "A graduate who has the skill of digital literacy is able to use a range of information communication technologies effectively in personal, academic, and professional contexts". ▪ Already taught in LAWS104 Foundations of Law and Legal Research and reinforced and further developed in every core/Priestley and elective unit in the LLB program.
	(ii) Ability to locate leading authorities relevant to a legal issue[415]	This could be addressed in any of the Priestley 11 subjects	▪ Not required to be addressed in the capstone course. ▪ ACU's Graduate Capability GC9 Information Literacy is defined as "A graduate who has the skill of information literacy is able to locate and assess the authority and relevance of information from a range of sources, including scholarly, research-based evidence and the media, and reference them appropriately". ▪ ACU's Graduate Capability GC10 Digital Literacy is defined as "A graduate who has the skill of digital literacy is able to use a range of information communication technologies effectively in personal, academic, and professional contexts".

[415] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			▪ Already taught in LAWS104 Foundations of Law and Legal Research and reinforced and further developed in every core/Priestley and elective unit in the LLB program.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession – tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[416]	Ethics and Professional Responsibility	▪ Not required to be addressed in the capstone course. ▪ Critically, new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[417] ▪ A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context. ▪ All of the above is covered thoroughly in the dedicated unit LAWS421 Legal Ethics and Professional Responsibility.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	▪ Already taught in detail in LAWS421 Legal Ethics and Professional Responsibility under the topic, "Duty of Loyalty & Avoiding Conflicts" (week 3) including the specific sub-topics of: a) Duty of loyalty and trust; b) Avoiding conflicts; c)

[416] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[417] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			Conflicts with concurrent clients; and d) Conflicts with former clients.
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	▪ The practical skills and knowledge covered would include: - providing fee estimates, - time recording and, where used, the importance of accurately recording time.[418] The precise mechanics of how firms ask their lawyers to record time[419] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[420]	Ethics and Professional Responsibility	▪ Already taught in LAWS421 Legal Ethics and Professional Responsibility under the topic, "Duty to Account 2 – Trust Money" (week 6) including the specific sub-topics of: a) trust money; and b) duty to account
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	▪ Not currently taught in LAWS421 Legal Ethics and Professional Responsibility. Again, a topic that may be best left to PLT
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[421] to adapt to change and to cope with stress[422]	Ethics and Professional Responsibility	▪ This could encompass issues of having a trauma-informed practice.

[418] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[419] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[420] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf
[421] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[422] he Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre-

			▪ Not currently taught in LAWS421 Legal Ethics and Professional Responsibility. Again, a topic that may be best left to PLT
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[423]	Ethics and Professional Responsibility	▪ Already taught in LAWS421 Legal Ethics and Professional Responsibility under the topic, "Duty to Client" (week 2 including the specific sub-topics of: a) Duty to clients in tort; and b) Duties to third parties and supervision. Further, also taught indirectly in other weeks, such as week 5 (Duty to Account 1 – Costs) when disciplinary cases are discussed which highlight the nature of claims made against lawyers. ▪ Notwithstanding this, risk management is only touched upon using the "three A's" approach in week 1 being, "Awareness, application and avoidance". Students are reminded of this approach in the final week of lectures. However, we would consider this as only a "light-touch" approach to risk management and would suggest that a more thorough learning module be provided in PLT.
	(viii) Understand the importance of continuous learning,[424] curiosity,[425]	Ethics and Professional Responsibility	▪ The willingness to seek help is discussed on at least two occasions in LAWS421 Legal Ethics and Professional Responsibility (week 1 and week 8 – duty to others/with the profession in relation to

and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[423] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

[424] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.

[425] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

	flexibility,[426] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[427] being self-critical[428] and having "a willingness to ask for help after first attempting to solve a problem"[429]		sexual harassment and bullying – Victorian Legal Services Board and Commissioner pamphlets on seeking help are used as a guiding documents). ▪ Continuing professional development is also discussed in week 1 when discussing admission and maintaining current knowledge. ▪ Again, these topics are only dealt with at surface level and the Board may require a deeper dive into these topics? (*see "Important Note" at the conclusion of this table*)
Responsible use of technology[430]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[431]	Ethics and Professional Responsibility	▪ The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now ▪ Since 2024, a separate sub-topic in week 1 - Introduction to Legal Ethics entitled, "The impact of generative artificial intelligence on the ethics of legal practice" has been included in LAWS421 Legal Ethics and Professional Responsibility and in LAWS201 Civil Procedure & ADR (in week 5 in the pleadings topic) that covers the leading

[426] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[427] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[428] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[429] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.
[430] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[431] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

			American and Australian cases and discusses the Supreme Court *Judicial Guidelines* and *Practice Note SC Gen 23: Generative AI Practice Note*.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to [be all-] encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[432] or costs orders.[433] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work.		▪ **Costs** are covered in LAWS201 Civil Procedure & ADR in week 11 under the topic of "The Cost of Litigation" with sub-topics including: a) Jurisdiction & discretion; b) Assessment; and c) Compromise of litigation. Costs are also covered in LAWS421 Legal Ethics and Professional Responsibility in week 5 under the topic of "Duty to Account 1 – Costs" including the sub-topics of: a) Basis and nature of costs; b) Costs disclosure and agreements; c) Types of costs and billing; d) Costs disputes; and e) Liens. The prohibitive costs of litigation are also covered in week 1 of LAWS421 and in week 8 under the sub-topic of the duty to promote access to justice. ▪ **Documents obtained by discovery** – is taught in LAWS201 Civil Procedure & ADR in week 8 under the topic of "Obtaining Evidence" with sub-topics including: a) Discovery (including misuse of discovered documents); b) Interrogatories; and c) Subpoenas. ▪ **Written advice on ethical issues** – already addressed through tutorial participation where students need to orally answer questions and issues arising from all material in the unit and through a written mid-term assessment fact

[432] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[433] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	Leadership skills.[434] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[435] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[436] These matters are		pattern that raises ethical issues that require students to articulate a clear response based on a lawyer's professional responsibility. However, the answers to these assessments are more in the realm of a scholarly piece of writing, rather than an advice to a client which is usually crafted in slightly different language (ie., not technical and lacking complex legislation, subordinate legislation and case law). ▪ **Sexual harassment & bullying** – is taught in week 8 under the topic of "Duty to others" and the sub-topic duty to the profession. Sexual harassment and bullying is specifically dealt with students being asked to read the Victorian Legal Services Board and Commissioner pamphlets on seeking help if a graduate solicitor or paralegal experiences sexual harassment and/or bullying (available on the unit web page). ▪ **Different legal forms/entities** - we agree with the NSWLPAB view on this expressed in the table.

[434] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[435] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).
[436] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4

	important but it is getting too granular. In the Ethics and Professional Responsibility entry, we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[437] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". The point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light and taking account of the need not to crowd too much into this list, we have not included it.		

[437] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		

* **Important Note:** If the NSW LPAB are considering splitting the PLT curriculum between PLT providers and law schools, then a thorough curriculum map would need to be produced by every PLT provider and NSW law school to ensure that the correct depth of learning or otherwise is achieved to the standard expected by the NSW LPAB. Our concern is that should our law school take responsibility for the teaching, learning and assessment of part of the current PLT curriculum, then the Board (and the law school) should be satisfied that the taught and assessed curriculum is at the same, equivalent or reduced level as that being currently taught. The level and standard of learning is a matter for the Board to determine taking into consideration the requirements of schedule 2 of the *Legal Profession Uniform Admission Rules 2015* (NSW) and the other sources of guidelines on content and standards cited above in the footnotes to the table.

For example, the drafting of pleadings is taught at ACU in the unit LAWS201 Civil Procedure and ADR however, it is taught as part of week 5 of the unit whose overall topic is entitled, "Defining the Questions for Trial" and contains the following sub-topics: 1) AI and pleadings; 2) Purpose & contents of pleadings; 3) Defence, set-off & notices to admit; 4) Particulars & striking-out; and 5) Affidavits. The "pleadings" component teaches:

What are pleadings;

The purpose of pleadings;

Proof-making model (setting pleadings in the context of the conduct of litigation);

Uniform Civil Procedure Rules 2015 (NSW), Pt 14 (not all the rules but the critical Pt 14 rules);

Supporting case law;

Examples of pleadings and statements of claim; and

Students preparing for tutorials by attempting to draft a pleading for a fact pattern used in other parts of the unit of study (optional in preparation for tutorials) and then tutors examining an exemplar pleading, statement of claim and affidavit in the tutorial.

The teaching and learning activities do not require students to draft a pleading and whilst this task could be added to the curriculum and assessed, we would need to check the depth to which this topic/sub-topic is taught in the current PLT curriculum and ensure that the Board is satisfied of the standard of learning and whether each area is to be assessed or merely taught.

Australian National Institute of Management and Commerce (IMC)

IMC Law School – Prof Michael Adams, Dean of IMC Law School Response (26th February 2026)

Thank you for the opportunity to provide feedback and commentary on the proposed requirements for admission in NSW. I wanted to expressly state this is IMC Law School FIRST draft and commentary, based on a desktop review conducted by myself in February 2026. This feedback and comments were provided orally to the Presiding member and LPAB on Friday 13th February and this is the written response, as promised. I would like the LPAB to note that on 16th March, Associate Professor Michelle Edgely (currently Associate Dean Teaching & Learning, UNE) will be joining IMC as Director of Learning and Teaching and is aided by Associate Professor Anil Hargovan (formerly of UNSW) and myself to conduct a full review of the requirements and mapping. At the meeting of 13th February, the proposed start of full implementation was noted as 2028. I provided assurances that this timeline is very reasonable and fits with IMC re-accreditation in 2029 (assuming both processes would be run together).

IMC only offers an LLB degree.

Many of our current compulsory units already cover some of the explicit material noted.

The "Comments" third column contains my current thinking and mapping, as Dean of Law at IMC.

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[438])	Comments

[438] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[439]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution	IMC includes this in TLLB104 Criminal Law & Procedure and TLLB208 Civil Disputes Resolution
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[440]	Contracts or Corporations and Partnerships	IMC includes this in both TLLB105 Contracts and TLLB312 Corporations Law
	(iii) Ability to provide advice to a client in relation to a simple[441] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[442]	This could be addressed in any of the Priestley 11 subjects	IMC covers these skills across the following units: TLLB104 Criminal Law & Procedure TLLB208 Civil Disputes Resolution TLLB210 Evidence Law TLLB209 Ethics & Professional Conduct As some substantive units, contracts, torts etc.
	(iv) Ability to engage in professional communication with other legal practitioners, including:	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[443]

[439] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[440] Andrew Pike email to Justice Payne dated 17 December 2025.
[441] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[442] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[443] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	- by phone - in a meeting (in person or on-line) - by email - by letter		IMC covers this in TLLB209 Ethics & Professional Conduct and in TLLB313 Commercial Law
	(v) Ability to interview a witness and prepare a witness statement or affidavit[444]	Criminal Law and Procedure, Civil Dispute Resolution	IMC includes this in TLLB104 Criminal Law & Procedure and TLLB208 Civil Disputes Resolution
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[445]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course NOTED
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[446]		IMC probably covers this in a variety of units, but need to be mapped. My initial review would be in TLLB104 Criminal Law & Procedure TLLB208 Civil Disputes Resolution TLLB210 Evidence Law

[444] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[445] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[446] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

Collaboration[447]	Ability to work with colleagues within a team, for example in the preparation of a written advice[448]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[449], wanting to understand other perspectives and to take feedback,[450] the team nature of legal practice from working with support staff[451], to working with more and less experienced colleagues and working with Counsel.[452] At IMC, the most likely units to cover this skill is in TLLB313 Corporations Law and TLLB415 Administrative Law (but will be checked).
Client relationship[453]	(i) Understand the need to know, relate to, and service the needs of clients[454] whilst maintaining independence[455] (ii) Understand the need for law to be practically applied in the		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[457] Currently at IMC this is covered within: TLLB208 Civil Disputes Resolution

[447] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[448] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[449] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[450] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[451] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[452] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[453] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[454] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[455] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[457] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

	context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[456]		TLLB210 Evidence Law TLLB209 Ethics & Professional Conduct
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[458] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[459]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying. NOTED Within IMC elements of these skills are covered within: TLLB104 Criminal Law & Procedure TLLB208 Civil Disputes Resolution TLLB210 Evidence Law TLLB209 Ethics & Professional Conduct Will be checked as part of the review.
Court processes and etiquette[460]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application

[456] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[458] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

[459] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[460] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	application,[461] with appropriate understanding of court processes and etiquette		A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[462] and prepare a file note report on what occurred[463] Within IMC this is covered in both: TLLB104 Criminal Law & Procedure TLLB208 Civil Disputes Resolution
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility	Within IMC this is covered in both: TLLB104 Criminal Law & Procedure TLLB208 Civil Disputes Resolution TLLB209 Ethics & Professional Conduct
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[464]	Civil Dispute Resolution	TLLB208 Civil Disputes Resolution

[461] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[462] The Court attendance element of this task is not a simulation
[463] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf
The Court attendance element of this task is not a simulation
[464] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[465]	Contracts	TLLB105 Contract Law
Drafting legal documents	(i) Ability to draft a simple contract[466]	Contracts	TLLB105 Contract Law
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	▪ The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[467] At IMC covered by TLLB209 Ethics & Professional Conduct
	(iii) Ability to draft a simple Summons or Statement of Claim[468]	Civil Dispute Resolution	TLLB208 Civil Disputes Resolution
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[469]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course. Noted – our introductory units (TLLB101 Legal Process and TLLB102 Legal method cover this introductory material plus Torts/Admin/Corporations Law
	(ii) Ability to locate leading authorities relevant to a legal issue[470]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course.

[465] Andrew Pike email to Justice Payne dated 17 December 2025.
[466] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[467] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[468] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[469] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[470] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			Noted, most likely TLLB103 Tort Law and TLLB105 Contract Law
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[471]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[472] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context. NOTED – would be covered at IMC in TLLB209 Ethics & Professional Conduct
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	At IMC covered by TLLB209 Ethics & Professional Conduct
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: ▪ providing fee estimates, ▪ time recording and, where used, the importance of accurately recording time.[473] The precise

[471] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[472] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[473] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

			mechanics of how firms ask their lawyers to record time[474] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission. Need to be reviewed, but most likely at IMC covered by TLLB209 Ethics & Professional Conduct
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[475]	Ethics and Professional Responsibility	At IMC covered by TLLB209 Ethics & Professional Conduct
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	At IMC covered by TLLB209 Ethics & Professional Conduct
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[476] to adapt to change and to cope with stress[477]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice. Noted, needs to be reviewed: At IMC covered by TLLB209 Ethics & Professional Conduct

[474] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[475] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf
[476] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[477] he Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[478]	Ethics and Professional Responsibility	At IMC covered by TLLB209 Ethics & Professional Conduct
	(viii) Understand the importance of continuous learning,[479] curiosity,[480] flexibility,[481] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[482] being self-critical[483] and having "a willingness to ask for help after first attempting to solve a problem"[484]	Ethics and Professional Responsibility	Needs to be reviewed but could easily fit within TLLB209 Ethics & Professional Conduct
Responsible use of technology[485]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[486]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now. This is under review at IMC but is currently in TLLB209 Ethics & Professional Conduct – but also discussed in TLLB101 Legal Process and TLLB102 Legal Method.

[478] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[479] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[480] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[481] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[482] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[483] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[484] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.
[485] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[486] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding

Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[487] or costs orders.[488] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work.		This is reasonable and will be under review at IMC. Agree with comment.

Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

[487] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

[488] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	Leadership skills.[489] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills.		Noted and will be part of review.
	Critical thinking and problem solving.[490] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree.		Built into the units linked communication skills but needs to be reviewed.
	In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[491] These matters are		Agreed and part of review.

[489] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[490] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).
[491] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4

	important, but it is getting too granular. Also for the Ethics and Professional Responsibility entry, we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[492] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light and taking account of the need not to crowd too much		This is noted and part of the review. Noted and part of review.

[492] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		Yes, noted and agreed would be part of the mapping and review.

Charles Sturt University (CSU)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[493])	Comments	Charles Sturt University existing inclusion
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[494]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		These skills are taught in LAW116 *Writing and Communication for Legal Professionals*, particularly

[493] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the *Legal Profession Uniform Admission Rules 2015* (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[494] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				within the Intensive Program, where students develop practical competencies in client interviewing.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[495]	Contracts or Corporations and Partnerships		
	(iii) Ability to provide advice to a client in relation to a simple[496] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[497]	This could be addressed in any of the Priestley 11 subjects		LAW214 *Contract Law* currently assesses this capability through a written client advice task, structured using the IRAC method. The assessment is worth 30% and is based on a detailed problem scenario. Beginning in Semester 2, 2026, LAW214 *Contract Law* will include a 50% invigilated Interactive Oral Assessment. This assessment involves a 30-minute online meeting in which the student role-plays a lawyer advising a client on key contract law issues,

[495] Andrew Pike email to Justice Payne dated 17 December 2025.
[496] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[497] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				including offer and acceptance, consideration, intention, contractual terms, principles of construction, restitution, capacity, and privity. LAW321 *Natural Resources Law* includes a 35% problem-based assessment in which students prepare a concise memorandum providing legal advice to a client.
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[498]	LAW112 *Introduction to the Australian Legal System* includes an Interactive Oral Assessment (Assessment 3) in which the student participates in a simulated professional discussion with a senior legal practitioner (played by the examiner) during a 10-minute online oral examination. In this conversation, the student evaluates whether a real, decided statutory interpretation case should be appealed and provides a

[498] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				critical analysis of the court's interpretative reasoning. This oral assessment follows after the student's submission of a written critical case note on the same decision. LAW216 *Property Law* includes a 50% invigilated Interactive Oral Assessment of 30 minutes' duration. In this assessment, the student role-plays a junior lawyer discussing with their supervising practitioner a scenario involving their findings on Torrens Title and Old System Title. The student also answers questions relating to key property law topics, including possession and adverse possession, caveats and unregistered interests, co-ownership, and leases. LAW113 *Criminal Law* includes an Assessment 2 oral task delivered as a simulated online meeting. In this assessment, the student assumes the role of a junior prosecutor and discusses the police charges with a senior prosecutor (played by the

				examiner). The student evaluates whether there is a sufficient evidentiary basis to proceed with each charge and articulates the strengths and weaknesses of the prosecution case. LAW213 *Criminal Procedure* includes an Assessment 1 oral task in the form of a simulated bail application. In this assessment, the student acts as defence counsel and presents a bail submission before a magistrate, a role performed by the examiner. LAW218 *Equity and Trusts* includes an Assessment 2 oral task conducted as a simulated online meeting. In this assessment, the student engages in a role-play with the examiner, who acts as a legal colleague and Australian-registered foreign lawyer from the United Kingdom. The discussion focuses on the historical development and contemporary role of equity in Australian courts.

	(v) Ability to interview a witness and prepare a witness statement or affidavit[499]	Criminal Law and Procedure, Civil Dispute Resolution		
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[500]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	LAW308 *Constitutional Law* will include an Interactive Oral Assessment in the 2nd Semester of 2026. While the assessment design is still under development, one proposed approach is to adapt the current written comparative constitutional law task into an oral format. Under this model, students would discuss how a selected country's constitutional arrangements differ from those of Australia, demonstrating their ability to analyse and compare key constitutional principles in a simulated professional conversation. LAW314 *Community Law and Culture: Regional, Rural, Remote and Contemporary Issues*, which is the capstone unit, includes an Assessment

[499] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[500] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				3 oral presentation in which students deliver a structured law reform proposal addressing issues of access to justice in regional, rural, and remote (RRR) communities.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[501]			LAW112 *Introduction to the Australian Legal System* incorporates an assessment focused on the use of culturally appropriate language and communication when discussing historical statutes, including the *Aborigines Protection Act 1909 (NSW)* and the *Aborigines Protection Amending Act 1915 (NSW)*. Students are required to apply the principles set out in appropriate terminology and protocols, using the **Terminology Guide** developed by the School of Indigenous Australian Studies at Charles Sturt University. In completing this task, students must demonstrate respectful and accurate terminology, appropriate protocols of acknowledgment, and

[501] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				sensitivity to historical and contemporary contexts. The assessment also requires students to consider relevant human rights arguments and propose law reform measures aimed at improving access to justice for First Nations Australians. LAW116 *Writing and Communication for Legal Professionals* includes an Assessment 3 reflective email addressed to a colleague, in which students articulate key principles of cross-cultural communication. The task requires students to demonstrate an understanding of how to work effectively with Aboriginal and Torres Strait Islander clients, including recognising how lived experiences shape communication styles, expectations, and levels of trust. Students must also reflect on how a lawyer's own cultural awareness and professional responsibilities inform their ability to engage respectfully and effectively with clients from diverse cultural backgrounds.

				LAW321 *Natural Resources Law* currently includes a 35% problem-based assessment in which students prepare a concise memorandum of advice to a client. The task requires students to demonstrate a critical awareness of the ethical, social, and cultural considerations that arise in rural legal practice.
Collaboration[502]	Ability to work with colleagues within a team, for example in the preparation of a written advice[503]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality,[504] wanting to understand other perspectives and to take feedback,[505] the team nature of legal practice from working with support staff,[506] to working with more and less	LAW314 *Community Law and Culture: Regional, Rural, Remote and Contemporary Issues*, the capstone unit, includes linked Assessments 3 and 4, which together comprise a group-based law reform project. Students collaboratively prepare a written law reform submission as one

[502] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[503] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[504] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[505] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[506] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

			experienced colleagues and working with Counsel.[507]	component of the task. The second component requires each student to deliver an individual oral presentation addressing a specific element of the group's proposal, followed by a collective question-and-answer session with the class.
Client relationship[508]	(i) Understand the need to know, relate to, and service the needs of clients[509] whilst maintaining independence[510] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[511]		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[512]	LAW309 *Professional Legal Conduct* embeds professional legal conduct across all assessments, requiring students to demonstrate an ethically grounded approach to legal practice. Throughout the unit, students engage with the competing and complementary duties owed to the client, the court, and third parties, and must apply these principles in each assessment task.

[507] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[508] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[509] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2
[510] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[511] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[512] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

				LAW314 *Community Law and Culture: Regional, Rural, Remote and Contemporary Issues*, the capstone unit, uses the linked A3 and A4 law reform assessments to engage students in a substantive reflection on how legal frameworks affect individuals and communities with diverse characteristics, with particular emphasis on the unique challenges experienced in regional, rural and remote (RRR) areas. Through both the written submission and the oral presentation components, students critically examine the real-world implications of legal reform proposals and the ways in which law can either promote or hinder equitable access to justice.
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[513]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be	LAW309 *Professional Legal Conduct* Assessment 2 is an oral task in which students analyse a hypothetical professional-practice

[513] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	(ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[514]		separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.	scenario to identify and explain potential ethical breaches. The scenario requires students to address issues such as inadequate file notes, client conflicts, ineffective client communication, and deficiencies in matter management, demonstrating an applied understanding of core ethical responsibilities. LAW217 *Civil Procedure* Assessment 1 requires students to prepare a file note identifying potential causes of action, relevant jurisdictional considerations, applicable limitation periods, and a proposed plan for initiating proceedings, including steps required for effective service.
Court processes and etiquette[515]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[516] with appropriate	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the	LAW213 *Civil Procedure* Assessment 1 is an oral bail application in which the student acts as defence counsel and makes a formal

[514] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[515] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[516] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

	understanding of court processes and etiquette		criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[517] and prepare a file note report on what occurred.[518]	bail submission before a magistrate, a role performed by the examiner. As part of the assessment, students are required to observe and apply appropriate court etiquette, including professional forms of address, procedural conventions, and respectful courtroom communication. LAW217 *Civil Procedure* Assessment 2 is an oral interlocutory application in which students are required to seek specific procedural orders and support their submissions by referencing the relevant court rules, case law, and applicable practice notes. The marking criteria assess students' substantive understanding of civil procedure, their knowledge of the governing legal framework, and their advocacy skills in presenting an effective interlocutory application.

[517] The Court attendance element of this task is not a simulation.
[518] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation.

	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		LAW213 *Criminal Procedure* Assessment 1 is an oral bail application in which the student appears as defence counsel and presents a formal bail submission before a magistrate, a role undertaken by the examiner. The assessment criteria include not only the quality of the legal argument but also the student's adherence to proper court etiquette, including appropriate forms of address, observance of courtroom protocol, and professional advocacy conduct. LAW309 *Professional Legal Conduct* Assessment 1 requires students to prepare a memorandum that incorporates relevant case law illustrating instances in which solicitors have breached the Australian Solicitors' Conduct Rules (ASCR). Assessment 3, the final examination, may also include questions relating to professional responsibilities, including the propriety of

				direct communication with the court and circumstances in which such conduct may constitute an ethical breach.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[519]	Civil Dispute Resolution		LAW116 *Writing and Communication* intensive school includes mock negotiation exercises in groups and pairs.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[520]	Contracts		
Drafting legal documents	(i) Ability to draft a simple contract[521]	Contracts		
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[522]	LAW309 *Professional Legal Conduct* illustrated in class but not directly assessed within the subject.
	(iii) Ability to draft a simple Summons or Statement of Claim[523]	Civil Dispute Resolution		LAW217 *Civil Procedure* includes this but it is not assessed. It is included in the

[519] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[520] Andrew Pike email to Justice Payne dated 17 December 2025.
[521] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[522] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment
[523] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				intensive program so students prepare the court documents they would file in advance of their oral application (A2).
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[524]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This requirement is arguably addressed across all written and oral assessments, as students are expected to support their responses with appropriate legal authorities. This expectation is made explicit in the assessment rubrics, which emphasise the use of case law, legislation, and other authoritative sources to substantiate analysis and argumentation.
	(ii) Ability to locate leading authorities relevant to a legal issue[525]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. (*HM - I disagree, this is assessed)* Critically new lawyers must "feel that they are part of	LAW309 *Professional Legal Conduct* - A1 Legal Memorandum: students analyse case law that involves breaches of ethical duties. A2 Oral: requires

[524] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[525] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	community (including the provision of pro bono assistance)[526]		something bigger than themselves – that is that they are part of a profession."[527] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	students to analyse ethical breaches and to suggest alternative actions they could take to avoid conflicts or to manage ethical issues that arise. A3 examination: also addresses solicitors' duties. LAW314 (capstone) A2 requires students to research and demonstrate knowledge of the legal assistance sector, pro bono services and the communities and legal needs that various organisations serve.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		LAW309 *Professional Legal Conduct* - A2 oral application: students identify breaches including conflicts of interest

[526] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[527] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[528] The precise mechanics of how firms ask their lawyers to record time[529] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	LAW309 *Professional Legal Conduct* - A3 examination includes a question on billing and trust accounting
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[530]	Ethics and Professional Responsibility		LAW309 *Professional Legal Conduct* - A3 examination includes a question on billing and trust accounting
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		LAW116 *Writing and Communication* - not assessed but this aspect is addressed in a topic on reflective professional practice. LAW314 (capstone) includes focus on professional and interpersonal skills required

[528] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[529] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[530] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				for practice, which includes content that explicitly addresses mental health and substance abuse in the profession, resilience and coping strategies. Student reflection in the final assessment may touch on this, as they reflect on subject content and their plans for practice.
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[531] to adapt to change and to cope with stress[532]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	LAW314 (capstone) includes focus on professional and interpersonal skills required for practice, which includes content that explicitly addresses mental health and substance abuse in the profession, resilience and coping strategies. Student reflection in the final assessment may touch on this as they reflect on subject content and their plans for practice.

[531] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[532] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[533]	Ethics and Professional Responsibility		LAW309 *Professional Legal Conduct* A1 (case studies), A2 (oral) and A3 (examination) all touch on this
	(viii) Understand the importance of continuous learning,[534] curiosity,[535] flexibility,[536] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[537] being self-critical[538] and having "a willingness to ask for help after first attempting to solve a problem"[539]	Ethics and Professional Responsibility		
Responsible use of technology[540]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now	LAW116 *Writing and Communication* - A3 involves an email reflection to a junior solicitor colleague on effective communication and

[533] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[534] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[535] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[536] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[537] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[538] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[539] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.
[540] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.

	interests, including the need to maintain confidentiality and security.[541]			professional responsibility with reference to clients of diverse backgrounds, and when working with emerging technologies and generative AI. LAW309 *Professional Legal Conduct* - A1 involves analysis of case law that includes misuse of AI in legal practice.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies			Cross-cultural competency is another core skill that builds upon the attribute of self-awareness. Reflective practice is a core component of LAW116 and LAW314 (capstone) subjects, used to develop student skills in unpacking 'difficult dilemmas' and to develop resilience for their chosen profession. Leadership skills and alternative legal practice structures are taught explicitly in LAW314

[541] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

	(documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[542] or costs orders.[543] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[544] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[545] These are obviously skills that lawyers need. Query			(capstone) though not assessed. Critical thinking and problem-solving skills are arguably assessed in each unit, particularly those with an IRAC analysis, and interactive oral where students are prompted to think more critically about a certain topic. LAW309 *Professional Legal Practice* includes teaching material on attestations, certificates and undertakings. Some, but not all of these, are assessed in the A3 examination. The LAW309 *Professional Legal Practice* A2 interactive oral does assess student ability to analyse a fact scenario, identify the ethical issues and the applicable conduct rules and case law, though they have time to prepare for this.

[542] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[543] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[544] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[545] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[546] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[547] with correct references to			Sexual harassment and bullying is touched on as part of professional legal conduct LAW309 but not necessarily assessed (though students may choose a case for A1 that involves such behaviour, leading to disciplinary action).

[546] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[547] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of			

	substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

Macquarie University (Macquarie)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[548])	Comments
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[549]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution	*Suggested amendment: "Ability to take instructions from a client in person in relation to a simple legal matter"* ***Current**: Taught and assessed as a professional skill in a number of core units: Ethics, Crim Procedure, Torts,* *Assessment of professional skills occurs in class and both individually and in groups.* ***Future:** Could be incorporated into a new skills unit or capstone unit*

[548] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[549] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

			*** all items in future curriculum are subject to University approval processes*
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[550]	Contracts or Corporations and Partnerships	***Current**: Not taught as a client interview skill. Contracts is taught in first year, arguably the wrong place to teach and assess the ability to take instructions* ***Future**: possibility of teaching and assessing this in Company Law unit or a final year Skills unit within class demonstrations of Professional Skills – would be at a basic level*
	(iii) Ability to provide advice to a client in relation to a simple[551] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[552]	This could be addressed in any of the Priestley 11 subjects	***Current:** Client interview exercises in Crim Procedure include providing brief verbal advice.* *We teach and assess problem solving to all students in all core units. This sometimes takes the form of a requirement to "provide advice to a client". Usually assessed in written form, but could also be done as an oral assessment or using tech. Can be assessed in exams.*

[550] Andrew Pike email to Justice Payne dated 17 December 2025.
[551] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[552] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner,

			***NB**: the list of methods seems unnecessarily prescriptive – and is different to the list provided at (iv) below.* ***Suggest for both**: "Ability to ..... using a variety of oral and written means*
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[553] ***Current**: Experienced as part of our compulsory Work Integrated Learning unit. Professional courtesy is a topic in ethics unit*
	(v) Ability to interview a witness and prepare a witness statement or affidavit[554]	Criminal Law and Procedure, Civil Dispute Resolution	***Current:** In Civil Procedure students have a variety of client and witness interviewing exercises and one drafting exercise* ***Future:** Combination of interview and drafting could be incorporated into a skills or capstone unit*

"Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[553] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[554] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[555]	This could be addressed in any of the Priestley 11 subjects	***Current**: Taught and assessed in class in several core and elective units* ***Future**: as above*
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[556]		
Collaboration[557]	Ability to work with colleagues within a team, for example in the preparation of a written advice[558]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality,[559] wanting to understand other perspectives and to take feedback,[560] the team nature of legal practice from working with support staff,[561] to working with more and less

[555] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[556] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[557] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[558] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[559] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[560] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[561] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

			experienced colleagues and working with Counsel.[562] ***Current:*** *Students work in teams across a number of core and elective units.* ***Current and Future****: Experiencing or assessing "the team nature of legal practice from working with support staff,[563] to working with more and less experienced colleagues and working with Counsel.[564]* *Could be an experience of WIL.*
Client relationship[565]	(i) Understand the need to know, relate to, and service the needs of clients[566] whilst maintaining independence[567] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their		

[562] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[563] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[564] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[565] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[566] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[567] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	characteristics, financial position, strategy and objectives[568]		
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[569] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[570]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.
Court processes and etiquette[571]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[572] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple

[568] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[569] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

[570] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[571] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

[572] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[573] and prepare a file note report on what occurred[574] ***Current**: Students are required to attend Court and are taught and assessed for simple skills of appearance and court etiquette in Criminal and Civil procedure* ***Future**: As above and could possibly be incorporated into a skills unit*
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility	***Current**: taught in Ethics* ***Future**: Ethics and possibly Skills unit*

[573] The Court attendance element of this task is not a simulation.
[574] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf. The Court attendance element of this task is not a simulation

Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[575]	Civil Dispute Resolution	***Current:*** *Taught to JD students in ADR unit* ***Future****: New Civil Procedure and ADR unit for LLB and JD – at a very basic level only*
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[576]	Contracts	***Current****: No – not suitable for first year course focussed on learning basic contract law and legal problem-solving skills. Negotiation skills don't come into the curriculum until the later years.* ***Future****: Could form part of Civil Procedure and ADR professional skills activities – however my view is that this would be better placed in PLT. This would mean that students learn negotiation theory and skills in law course and then apply it in more specific contexts in PLT*
Drafting legal documents	(i) Ability to draft a simple contract[577]	Contracts	***Current:*** *Not taught or assessed. Students learn to read a contract, but they don't learn to draft one.*

[575] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[576] Andrew Pike email to Justice Payne dated 17 December 2025.
[577] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

			Contract drafting is primarily performed using precedent documents and if not, would not be assigned to an entry level lawyer. *More appropriate for PLT*
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[578] ***Current**: Nature and terms of a retainer is taught and assessed in Ethics.* *Students are not expected to draft a retainer as all firms have their own precedent forms.* ***Future:** Understanding retainers would remain a core part of an Ethics unit.* *Drafting retainers better placed at PLT level*
	(iii) Ability to draft a simple Summons or Statement of Claim[579]	Civil Dispute Resolution	***Current**: In Civil Procedure students draft originating process documents in class and also review subpoena drafting* ***Future:** could form part of a Skills Unit. Best to teach this skill once*

[578] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[579] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

			students have learned the prescribed areas of knowledge.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[580]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course ***Current:*** *Core part of legal education – taught and assessed for all students across most units*
	(ii) Ability to locate leading authorities relevant to a legal issue[581]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course *As above – this is a core aspect of legal education across core units*
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[582]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[583]

[580] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[581] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[582] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[583] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context. ***Current and Future**: taught and assessed in Ethics units and experienced in WIL*
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	***Current and Future**: taught and assessed in Ethics units and experienced in WIL*
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[584] The precise mechanics of how firms ask their lawyers to record time[585] – from computer recording of time

[584] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[585] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

			lawyers switch on and off to hard copy – that has to follow admission. ***Current and Future**: Law on costs and importance of Trust accounting is taught and assessed in Ethics unit* *Practicalities of how firms do this better left to PLT*
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[586]	Ethics and Professional Responsibility	***Current and Future**: taught and assessed in Ethics units and experienced in WIL*
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	***Current and Future**: taught Ethics units*
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[587] to adapt to change and to cope with stress[588]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice ***Current:** Not taught or assessed specifically, but is a core part of learning* ***Future:** could form part of a Skills unit*

[586] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[587] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[588] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[589]	Ethics and Professional Responsibility	***Current**: Taught in Ethics* ***Future:** We are considering moving Ethics from 1st year to 4/5th year, which will allow such content to be taught in a more advanced and sophisticated manner*
	(viii) Understand the importance of continuous learning,[590] curiosity,[591] flexibility,[592] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[593] being self-critical[594] and having "a willingness to ask for help after first attempting to solve a problem"[595]	Ethics and Professional Responsibility	***Comment**: These are personal qualities that you hope all students develop over time. Discussions about these skills and qualities are features of their education but not always explicitly part of the curriculum or assessment and appropriately so (for instance how would we teach or assess "humility"?)* ***Current and Future**: need for life-long learning, professional development etc is taught as an element of the Duty of Competence in the Ethics unit*

[589] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[590] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[591] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[592] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[593] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[594] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[595] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

Responsible use of technology[596]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[597]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/ Outlook/ PowerPoint etc goes without saying now ***Current and Future:*** *Yes – taught and assessed across multiple core units incl Ethics, Torts, Civil Procedure.* ***Future:*** *Ethical use of AI will feature across multiple units and is both taught and assessed. Use of particular technologies is likely to feature more prominently in core and is already a strong feature of some WIL*
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2.		

[596] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[597] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

	We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[598] or costs orders.[599] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[600] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[601] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree.		

[598] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[599] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[600] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[601] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[602] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[603] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of		

[602] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[603] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		

Southern Cross University (SCU)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[604])	Comments (SCU comments in blue)
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[605]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution	Incorporated into *LAWS2016 Evidence* and *LAWS3003 Professional Conduct*. Could be incorporated into and *LAWS2013 Civil Litigation and Procedure*.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[606]	Contracts or Corporations and Partnerships	Not currently incorporated but could be incorporated into, and

[604] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.
[605] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[606] Andrew Pike email to Justice Payne dated 17 December 2025.

			assessed in, *LAWS2007 Corporations Law*.
	(iii) Ability to provide advice to a client in relation to a simple[607] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[608]	This could be addressed in any of the Priestley 11 subjects	Legal problem solving is covered in many of the core units and is assessed in LEGL1001 Legal Research and Writing, however, it could also be incorporated into *LAWS2008 Criminal Procedure*, *LAWS2009 Criminal Law* and *LAWS2013 Civil Litigation and Procedure* to cover the criminal and civil areas specifically.
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[609] Covered and assessed in *LEGL1001 Legal Research and Writing*, and *LAWS3003 Professional Conduct*.

[607] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[608] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[609] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

	(v) Ability to interview a witness and prepare a witness statement or affidavit[610]	Criminal Law and Procedure, Civil Dispute Resolution	Not currently assessed but could be incorporated into *LAWS3007 Private Law Remedies*.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[611]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course Incorporated into, and assessed, in the following units: *LAWS1001 Legal Process* *LAWS2008 Criminal Procedure* *LAWS2015 Torts* *LAWS3003 Professional Conduct*
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[612]		Oral and written communication skills are covered in multiple core units, most notably, *LEGL1001 Legal Research and Writing,* and *LAWS3003 Professional Conduct*.
Collaboration[613]	Ability to work with colleagues within a team, for example in the preparation of a written advice[614]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality,[615] wanting to

[610] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[611] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[612] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[613] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[614] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[615] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			understand other perspectives and to take feedback,[616] the team nature of legal practice from working with support staff,[617] to working with more and less experienced colleagues and working with Counsel.[618] Incorporated into *LAWS1001 Legal Process* and *LAWS2008 Criminal Procedure*, and formally assessed in *LAWS1001 Legal Process*. Group work will be added to more units as part of a university-wide programme to increase engagement.
Client relationship[619]	(i) Understand the need to know, relate to, and service the needs of clients[620] whilst maintaining independence[621] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[623]

[616] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[617] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[618] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[619] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[620] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[621] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[623] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

	characteristics, financial position, strategy and objectives[622]		Incorporated into *LAWS3003 Professional Conduct*, and could be incorporated into *LAWS2013 Civil Litigation and Procedure*.
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[624] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[625]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying. Incorporated into, and assessed in, *LAWS3003 Professional Conduct*.
Court processes and etiquette[626]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[627] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application

[622] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[624] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

[625] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[626] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

[627] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[628] and prepare a file note report on what occurred[629] Several units, including *LAWS2008 Criminal Procedure*, have authentic assessment that involves preparing documents for court and presenting in oral assessment. Could also be

[628] The Court attendance element of this task is not a simulation.
[629] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; the Court attendance element of this task is not a simulation.

			incorporated into *LAWS2013 Civil Litigation and Procedure*.
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility	Communication skills are covered in *LEGL1001 Legal Research and Writing* but may not specifically address direct communications with judges.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[630]	Civil Dispute Resolution	Not currently covered but could be incorporated into *LAWS3007 Private Law Remedies*. Could be incorporated into *LAWS2013 Civil Litigation and Procedure*.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[631]	Contracts	Not currently covered but could be incorporated into *LAWS3007 Private Law Remedies*. Could be incorporated into *LAWS2013 Civil Litigation and Procedure*.
Drafting legal documents	(i) Ability to draft a simple contract[632]	Contracts	Incorporated into, but not currently assessed in, *LAWS2002 Contract Law I*. Assessment could be added.
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include:

[630] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[631] Andrew Pike email to Justice Payne dated 17 December 2025.
[632] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

			- understanding what is in a client retainer agreement and why[633] *LAWS3003 Professional Conduct* does not assess ability to draft retainer agreements but does provide learning around what these agreements are and why.
	(iii) Ability to draft a simple Summons or Statement of Claim[634]	Civil Dispute Resolution	Incorporated and assessed in *LAWS2013 Civil Litigation and Procedure.*
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[635]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course Incorporated into *LAWS2014 Statutory Interpretation.*
	(ii) Ability to locate leading authorities relevant to a legal issue[636]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course Incorporated into, and assessed, in *LAWS1001 Legal Process, LEGL1001 Legal Research and Writing,* and *LAWS3003 Professional Conduct.*

[633] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[634] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[635] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[636] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[637]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[638] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context. Incorporated into, but not assessed in, *LAWS1001 Legal*

[637] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[638] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			Process, LEGL1001 Legal Research and Writing.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	Incorporated into, and assessed in, *LAWS3003 Professional Conduct.*
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[639] The precise mechanics of how firms ask their lawyers to record time[640] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission. Incorporated into, and assessed in, *LAWS3003 Professional Conduct.*
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[641]	Ethics and Professional Responsibility	Incorporated into, and assessed in, *LAWS3003 Professional Conduct.*
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	Incorporated into, and assessed in, *LAWS3003 Professional Conduct.*

[639] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment
[640] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abiltiies" 17 December 2025, 4

[641] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[642] to adapt to change and to cope with stress[643]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice Incorporated into *LAWS3003 Professional Conduct*
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[644]	Ethics and Professional Responsibility	Incorporated into, and assessed in, *LAWS3003 Professional Conduct*.
	(viii) Understand the importance of continuous learning,[645] curiosity,[646] flexibility,[647] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[648] being self-critical[649] and having "a willingness to ask for help after first attempting to solve a problem"[650]	Ethics and Professional Responsibility	Incorporated into, and assessed in, *LAWS3003 Professional Conduct*.

[642] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[643] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[644] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[645] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[646] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[647] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[648] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[649] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[650] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

Responsible use of technology[651]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[652]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/ Outlook/ PowerPoint etc goes without saying now Incorporated into and assessed in *LEGL1001 Legal Research and Writing*, but also incorporated into *LAWS3003 Professional Conduct*, *LAWS2014 Statutory Interpretation* and *LAWS2016 Evidence*.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case,		

[651] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[652] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

	evidence, working with Counsel, preparation of witnesses and settlement)[653] or costs orders.[654] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[655] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[656] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and		Leadership skills are not incorporated, but the need for their inclusion is questioned. *LEGL1001 Legal Research and Writing* and other core units cover critical thinking, and problem solving is a form of assessment in most core units.

[653] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[654] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[655] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[656] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	the permissible use of documents obtained on subpoena or in discovery".[657] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[658] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it.		Permissible use of documents obtained on subpoena or in discovery is incorporated into *LAWS2013 Civil Litigation and Procedure*. Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer is incorporated into multiple units, and assessed in *LAWS3003 Professional Conduct*. Not currently incorporated into any unit but could be incorporated into *LAWS3003 Professional Conduct*.

[657] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[658] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		Incorporated into *LAWS2013 Civil Litigation and Procedure.*

The University of New England (UNE)

University of New England (UNE) - School of Law: general comment

We gathered from our meeting on Friday 13 February with Justice Payne that he was interested in our School's feedback on the table below, including to what extent we conform to the suggested expectations there and the extent to which we plan to conform or difficulties we envisage in conforming. In short, we anticipate we will be able to substantially conform to those expectations. We start, though, with some difficulties we have with what expectations the table might convey. These general comments provide a context within which to interpret the particular comments that we have added to the table.

One concern with the current table is that column 3 is headed 'assessed simulation'. This heading then seems to capture matters that it should not. For example, under Ethics, Professional Responsibility and life as a lawyer, it thereby suggests assessed simulation for the subject Ethics and Professional Responsibility. Exactly what sort of assessed simulation is expected for testing, for instance, understanding obligations towards the community? Are law schools supposed to provide a simulated pro bono experience for students? The table seems to not recognise that knowledge can often be tested in conventional ways, ie, without simulations. A similar comment could be made about a number of the skills, such as client relationship, record-keeping and matter management, and responsible use of technology.

A related concern is about over-particularisation of skills. Under Communication, there are around 10 specific skills mentioned. To mention some of them, one is providing advice on the phone. A second is providing advice in an online meeting. A third is providing advice in a presumably face-to-face conference. A fourth is engaging with a legal practitioner on the phone. A fifth is engaging with a legal practitioner in an online meeting. The table could suggest that each of these specific skills should be assessed through simulations. It is unclear, however, that this is either a feasible approach for our law school or a pedagogically desirable one. The danger is that it will become a highly expensive tick-box exercise that lacks credibility for students and their teachers. Indeed, it would become an impossible exercise for us. Our students are spread across Australia and the world. It is not feasible to expect them to come to Armidale or Sydney, for instance, to assess their ability to provide advice in a face-to-face conference. While the concern about over-particularisation of the skills that need to be assessed through simulation

mostly relates to the particularisation that occurs within each row, it can extend across rows, eg, with separate rows for example, with dispute resolution referring to a negotiation, while the next row specifies commercial negotiation. It should suffice to have an assessable simulation relating to negotiation, rather than separate simulations for negotiations conducted in relation to different areas of law.

In the very last row of the table, it recognises that while some matters are important, they can be too granular. Indeed, the LPAB does not seek to micro-manage law schools in relation to the teaching of Priestley 11 units. It does not stipulate the types of assessment beyond seeking secure assessment with at least 50% weight. Instead, there is recognition that law schools should be given the flexibility to exercise their own expertise when it comes to teaching and assessment. It is hoped that a similar approach is taken to skills. Indeed, on the question of in which units assessment of skills should take place, Justice Payne indicated in our meeting that this is for law schools to determine; that there is no intention to micro-manage. The table, on the other hand, can be interpreted as suggesting a radically different approach from that taken to knowledge of substantive subjects.

We suggest that the LPAB should not require an assurance from law schools that every single highly particularised skill has been mastered by their students to the level necessary for a newly admitted lawyer, eg, ability to conduct a phone conversation. Instead, the expectation of law schools should be that they make reasonable attempts to develop the practical skills mentioned. Furthermore, law schools need to adopt assessments that offer a reasonable assurance in relation to the skills. That assessment would involve testing understanding, through the conventional tools of assessment at law school such as assignments and exams, with appropriate use of secure assessment, such as invigilated exams. However, it would also involve testing skills through assessment involving role-playing. Given that role-playing assessment is resource-intensive and the financial constraints upon universities, it would be appropriate for the LPAB to convey an expectation that there be a number of role-playing assessments incorporated within the degree which test aspects of communication, collaboration, court processes and advocacy, and dispute resolution/negotiation, and that those assessments have significant weight. That approach may be less prone to being interpreted in a micro-managerial way.

With that caveat in mind in relation to what can appear to be an over-particularisation of skills assessable through simulation, we can indicate here that we believe that we will be able to make the changes to substantially progress the teaching and assessment of the skills mentioned. The changes will likely involve modification of some compulsory units that focus on skills, and possibly the introduction of additional units in the later years which will include assessable role-playing exercises. The need for additional units is because the existing Priestley 11 units have little scope for additional material and assessment. These units are taught within a trimester system, with significant condensation. For example, Criminal Law and Procedure, Torts, Contracts, and Property are each taught within a single trimester unit. We also note that we plan this year a curriculum reform process that will involve wide consultation within the School.

The knowledge and skills listed in the table below are for the most part outlined in the Priestley units. However, a high proportion of the skills are not presently assessed in the Priestley units. A possible solution is for UNE to amend the assessment in the Priestley units and potentially develop further units. At UNE students are required to complete the core units (mandatory units) which include the Priestley 11, LAW100 Foundations of Law (which covers statutory interpretation), LAW101: Law in Context, LAW102: Legal Professional Skills, LAW499 Technology and the Law, LAW480 Remedies and Advanced Legal Skills. Students study a further 8 Listed (elective) units. Honours is embedded into the LLB and Honours students complete the equivalent of 18 credit points across two units and are required to complete 5 Listed units. Potentially we could amend the list of core units to include further units to assess the practical skills which are not assessed in the Priestley units.

LAW480: Remedies and Advanced Legal Skills is currently a capstone unit at UNE that brings together [and] hones a student's legal research skills, develops the ability to apply legal authority to specific issues and remedies, and it improves the capacity to argue persuasively. The unit has three modules: 1. Module I builds legal research skills to an advanced level. 2. Module II sharpens writing skills in communicating clearly, concisely and correctly in plain language. 3. Module III requires students to prepare a written submission based on a legal problem and students must then present an oral submission (viva voce) as an advocate in the UNE Moot Court. This unit impresses upon students the importance of being an effective communicator both orally and in writing. Students are required to present arguments clearly and concisely, backed by legal authority.

If the practical knowledge and skills requirements are implemented in 2028 and apply to all students graduating in or after 2028, we foresee progression problems. It may be the situation that pre 2028 rule students will not have enough space left in their candidature (e.g. a student that has 2 units left to complete in 2028) to meet the requirements. We believe that the new requirements should only apply to students that have the room in their candidature. For these students it may be the situation they would have to complete a bridging course prior to seeking admission.

We stress that we are obliged under the *Disability Standards for Education 2005* (Cth), to make reasonable adjustments for students with disabilities, ensuring they can participate equally in all aspects of university life i.e., the assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed. It may be the situation that some of these students will not meet the inherent requirements of legal practice: rule 10(1)(k) of the *Legal Uniform Admission Rules 2015* (NSW).

Please note: it generally takes UNE a *minimum* of two years to implement any change to course rules.

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[659])	Comments	UNE School of Law: response
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[660]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		This is outlined in these units but not assessed: • LAW162 Criminal Law • LAW310 Civil Dispute Resolution

[659] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the *Legal Profession Uniform Admission Rules 2015* (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[660] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				Potentially it could be assessed in a new unit.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[661]	Contracts or Corporations and Partnerships		This is outlined in these units but not assessed: • LAW172 Contract Law • LAW351 Corporations Law Potentially it could be assessed in a new unit.
	(iii) Ability to provide advice to a client in relation to a simple[662] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[663]	This could be addressed in any of the Priestley 11 subjects		This is not outlined or assessed in the Priestley units. Potentially it could be taught and assessed in a new unit.

[661] Andrew Pike email to Justice Payne dated 17 December 2025.
[662] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[663] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne,

	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[664]	This is not outlined or assessed in the Priestley units. Potentially it could be taught and assessed in a new unit.
	(v) Ability to interview a witness and prepare a witness statement or affidavit[665]	Criminal Law and Procedure, Civil Dispute Resolution		This is outlined in these units but not assessed: • LAW162 Criminal Law • LAW310 Civil Dispute Resolution Potentially it could be assessed in a new unit.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[666]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This could be implemented and assessed in core units. We note that this would have resourcing implications.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the			This is not outlined or assessed in the Priestley units.

Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[664] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[665] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

[666] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[667]			Potentially it could be taught and assessed in a new unit. We note that doing simulations testing ability across a whole range of diversity factors is impractical.
Collaboration[668]	Ability to work with colleagues within a team, for example in the preparation of a written advice[669]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[670], wanting to understand other perspectives and to take feedback,[671] the team nature of legal practice from working with support staff[672], to working with more and less experienced colleagues and working with Counsel.[673]	It should be possible to assess this through a minor modification of the current compulsory mooting assessment. In any case, a role-play exercise would be able to be created and assessed within the compulsory core. Further, we recognise that stipulating group work is not in itself an assessment of individual's collaborative skills.

[667] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[668] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[669] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[670] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[671] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[672] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[673] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

Client relationship[674]	(i) Understand the need to know, relate to, and service the needs of clients[675] whilst maintaining independence[676] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[677]		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[678]	This is outlined in LAW320 Professional Conduct but not assessed. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[679] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing	This is not outlined or assessed in the Priestley units. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.

[674] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[675] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2
[676] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[677] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[678] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[679] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	(iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[680]		time should also be a skill developed whilst studying.	
Court processes and etiquette[681]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[682] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and	The capstone unit LAW480 Remedies and Advanced Legal Skills, requires students to prepare a written submission based on a legal problem and present an oral submission (viva voce) as an advocate in the UNE Moot Court. Court process and etiquette is taught and assessed.

[680] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[681] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[682] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[683] and prepare a file note report on what occurred.[684]	
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		This is outlined in the capstone unit LAW480 Remedies and Advanced Legal Skills.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[685]	Civil Dispute Resolution		This is not outlined or assessed in the Priestley units. It is outlined in the listed unit (elective) LAW157 Alternative Dispute Resolution. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.

[683] The Court attendance element of this task is not a simulation.
[684] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation.
[685] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[686]	Contracts		This is outlined in LAW172 Contract Law Conduct but not assessed. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.
Drafting legal documents	(i) Ability to draft a simple contract[687]	Contracts		This is outlined in LAW172 Contract Law Conduct but not assessed. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[688]	This is outlined in LAW320 Professional Conduct but not assessed. This could potentially be taught and assessed in a new unit in a way that does

[686] Andrew Pike email to Justice Payne dated 17 December 2025.
[687] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[688] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment

				not necessarily involve simulations.
	(iii) Ability to draft a simple Summons or Statement of Claim[689]	Civil Dispute Resolution		This is outlined in LAW310 Civil Dispute Resolution but not assessed. This could potentially be taught and assessed in a new unit in a way that does not necessarily involve simulations.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[690]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Covered in Priestley units, and LAW100 Foundations of Law (statutory interpretation), LAW102 Legal Professional Skills and LAW480 Remedies and Advanced Legal Skills.
	(ii) Ability to locate leading authorities relevant to a legal issue[691]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Covered in UNE Priestley units, and LAW100 Foundations of Law (statutory interpretation), LAW102 Legal Professional Skills and LAW480 Remedies and Advanced Legal Skills.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and	Ethics and Professional Responsibility	Not required to be addressed in the capstone course.	This is outlined in LAW320 Professional Conduct, and the theoretical aspects are

[689] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[690] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[691] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[692]		Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[693] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	assessed.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		This is outlined in LAW320 Professional Conduct, and the theoretical aspects are assessed.

[692] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[693] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[694] The precise mechanics of how firms ask their lawyers to record time[695] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	This is outlined in LAW320 Professional Conduct but not assessed. This could potentially be assessed in a way that does not necessarily involve simulations.
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[696]	Ethics and Professional Responsibility		This is outlined in LAW320 Professional Conduct and the theoretical aspects are assessed.
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		This is not outlined or assessed in the Priestley units. This could potentially be taught and assessed in a way that does not necessarily involve simulations.
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	This is not outlined or assessed in the Priestley units. This could potentially

[694] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[695] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[696] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	uncertainty,[697] to adapt to change and to cope with stress[698]			be taught and assessed in a way that does not necessarily involve simulations.
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[699]	Ethics and Professional Responsibility		This is outlined in LAW320 Professional Conduct but not assessed. This could potentially be assessed in a way that does not necessarily involve simulations.
	(viii) Understand the importance of continuous learning,[700] curiosity,[701] flexibility,[702] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[703] being self-critical[704] and having	Ethics and Professional Responsibility		This is not outlined or assessed in the Priestely units. This could potentially be taught and assessed in a way that does not necessarily involve simulations.

[697] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[698] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[699] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[700] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[701] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[702] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[703] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[704] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	"a willingness to ask for help after first attempting to solve a problem"[705]			
Responsible use of technology[706]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[707]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now	This is not outlined or assessed in the Priestely units. This could potentially be taught and assessed in a way that does not necessarily involve simulations.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2.			

[705] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

[706] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.

[707] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

	We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[708] or costs orders.[709] We cannot duplicate everything in the Priestley 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[710] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills.			

[708] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[709] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[710] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.

	Critical thinking and problem solving.[711] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[712] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest			

[711] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).
[712] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	and confidentiality)[713] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be			

[713] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

University of New South Wales (UNSW)

UNSW Response to LPAB Draft dated 16 January

We have shaded out those areas of practical knowledge and skills which are not suggested for inclusion in P11 subjects.

In the table provided, we have indicated where we agree that a listed practical knowledge or skill already is or could possibly be included in the UNSW Bachelor of Laws and Juris Doctor programs. We have also noted where we believe this is better dealt with in the PLT course for some reason, including where it would be challenging to implement in the LLB/JD program.

In respect of the latter, it is important to emphasise the following contextual factors which explain those challenges, which are most significant for 'assessable simulations' that require individualised, oral performance:

- It is not sufficient for any of the practical knowledge and skills listed here to be included in P11 subjects simply as some incident of the assessment of academic content. The skills themselves must be the subject of deliberate and effective instruction, and presumably also some opportunity for students to practice them.

  Accordingly, the proposed inclusion of these skills is not a seamless add-on to the assessment tasks in existing subjects but will necessitate the reapportionment of time in P11 subjects that is currently applied to the learning of the prescribed academic content so as to provide instruction and opportunities for practice of skills. The time involved is more, we would suggest, than is presently conveyed by simply referring to 'assessment' alone as per the heading of the third column in the table below.

  Specifically, what does the additional requirement for skills instruction that is implied by the assessment of skills in P11 subjects mean for the LSC/LACC proposed change to the accreditation standards that 'total teaching hours provided should equate to at least 36 hours for each prescribed area of knowledge'? Is it envisaged that P11 subjects may/should provide some figure of additional teaching hours for dedicated skills instruction? Given the

wording just quoted, it seems that even just a few hours spent on skills instruction will impact a law school not meeting the stipulated accreditation standard regarding time sent on those areas of knowledge that are currently prescribed. Is this an issue that should be addressed in the LPAB's response to the current consultation on the standards?

- All NSW law schools are currently accredited to teach and assess P11 areas in subjects that are of no more than a 12-week semester's duration (with some law schools accredited to deliver subjects in terms of shorter length). This is in marked contrast to an earlier time when subjects were delivered over the full academic year. It is important to be realistic about the available time in P11 subjects to divert to meaningful skills education.

  There are two specific considerations to bear in mind here:

  a) It will be very difficult to include multiple skills in the same or even a small group of the P11 subjects. Column 3 in the table suggests certain P11 subjects will be able to include different skills, but as a practical matter of ensuring the academic content is not overwhelmed in those subjects, we anticipate that the required skills may need to be spread more evenly across the P11 subjects in a course.
  b) A commitment to assessing particular skills in conjunction with academic content in the one subject does inevitably mean that students must progress sufficiently far into the material before meaningful assessment can occur. This poses significant operational challenges to scheduling individualised assessable simulations (most obviously in communication and advocacy) in a teaching term in P11 subjects with large student cohorts.

- Many of the skills listed are ones that rely upon foundational generic skills that law degrees with sufficient opportunities for active engagement currently develop in students. It should not be assumed that students enter law degree programs with these generic skills. On the contrary, the challenge of requiring demonstration of these skills has increased significantly with a generation of students whose habits of engagement are wholly distinct, having been shaped by a digital social and learning environment. Skills development is a high priority in the university sector and emphasised in the broad learning outcomes of law degrees. A move to overly specify and professionalise these skills within the degree, especially in early years, may encounter challenges arising from inadequate foundations.
- Several of the skills listed in the table below are ones that students have some opportunity to complete during their time at law school. In addition to this being through P11 subjects (most especially in the form of generic skills of oral and written communication and groupwork), it should also be recognised that skills acquisition occurs through elective subjects (typically run on a much more manageable and flexible scale than P11 subjects due to the limited student numbers and the flexibility of syllabus), student society and external competitions in mooting, negotiating and client interviewing, and also through work-integrated learning (WIL) subjects as well as volunteer and employment experience gained during their degree. So even when we have responded that a skill below should be addressed in the PLT course rather than mandated in a P11 subject, we are not saying UNSW students lack these skills or experiences on graduation presently.

In conclusion, we understand the desire to create a guaranteed baseline of skills competency upon graduation from which a redesigned and truncated PLT course may proceed. But the proposal to mandate all the skills below in P11 subjects inevitably risks reducing the time committed to academic learning of the prescribed areas of knowledge, and despite many existing means by which students do acquire and hone proficiency in legal skills. There is a need to ensure that this trade-off does not itself diminish the general quality of the legal profession in other respects. After all, while legal skills can be taught and assessed at law school, no one has suggested that the essential legal concepts and doctrine of the prescribed areas of law, let alone the importance of understanding these in their historical, social and political context, will be effectively taught at any other stage of the legal education continuum. It is obvious that they will not be. With increased time pressure on P11 courses, comes the likelihood of some sacrifice of the deeper examination of law's origins and operation and development of critical thinking skills. These dimensions of what university law degrees should provide, and the essential foundation they lay for the legal profession's unique responsibilities to the community, need to remain in sight during this change process.

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[714])	Comments	UNSW response
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[715]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		YES All UNSW students conduct a supervised client interview at Kingsford Legal Centre in the core subject Lawyers, Ethics & Justice.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[716]	Contracts or Corporations and Partnerships		PLT course Difficult to include individual simulation exercises – for both training and then as an assessable task – due to

[714] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.
[715] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[716] Andrew Pike email to Justice Payne dated 17 December 2025.

				student numbers, subject duration and, in these two P11 subjects, the extent of prescribed academic knowledge.
	(iii) Ability to provide advice to a client in relation to a simple[717] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[718]	This could be addressed in any of the Priestley 11 subjects		YES All UNSW students engage in in-person client advice night at Kingsford Legal Centre as part of the core subject Lawyers, Ethics & Justice. Possible to include advice in written format in other P11 subjects.
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[719]	YES Possible to include these modes of professional

[717] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[718] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[719] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	- in a meeting (in person or on-line) - by email - by letter			communication in P11 subjects. (Implementation of the additional comment would be challenging).
	(v) Ability to interview a witness and prepare a witness statement or affidavit[720]	Criminal Law and Procedure, Civil Dispute Resolution		PLT course Difficult to include in P11 subjects due to student numbers and extent of prescribed academic knowledge content In Resolving Civil Dispute, students are taught affidavits and requirements for drafting, often using an example that students critique in assessable class discussion. But this is not a drafting exercise.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[721]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	YES Possible to address in P11 subjects as part of structured class participation.
	(vii) Ability to structure all such communications having regard to the differences in			

[720] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[721] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[722]			
Collaboration[723]	Ability to work with colleagues within a team, for example in the preparation of a written advice[724]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[725], wanting to understand other perspectives and to take feedback,[726] the team nature of legal practice from working with support staff[727], to working with more and less experienced colleagues and working with Counsel.[728]	YES Groupwork is a feature of the following P11 subjects at UNSW: Equity & Trusts, Resolving Civil Disputes and Lawyers, Ethics & Justice. Groupwork also features in a substantial number of electives. But it will not extend to some of the features detailed in the additional comment which

[722] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[723] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[724] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[725] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[726] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[727] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[728] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

				appear best dealt with in PLT and work experience.
Client relationship[729]	(i) Understand the need to know, relate to, and service the needs of clients[730] whilst maintaining independence[731] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[732]		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[733]	
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[734] (ii) Understand the importance of creating and keeping written records of interactions with		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as	

[729] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[730] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[731] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[732] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[733] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[734] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[735]		specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.	
Court processes and etiquette[736]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[737] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day.	PLT course Difficult to include individual simulation exercises – for both training and then as an assessable task – due to student numbers, subject duration and, in these two P11 subjects, the extent of prescribed academic knowledge. Noting the second para in the additional comment, a criminal court observation exercise over 3 days followed

[735] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[736] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[737] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[738] and prepare a file note report on what occurred.[739]	by a written file note and reflection has been an assessment task in Crime and the Criminal Process for decades at UNSW.
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		YES Agree this is suitably located in P11 subjects.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[740]	Civil Dispute Resolution		YES In Resolving Civil Disputes student groups draft and exchange mediation position papers ahead of a negotiation exercise.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[741]	Contracts		PLT course Difficult to include in P11 subject due to student numbers and need to instruct

[738] The Court attendance element of this task is not a simulation.
[739] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf. The Court attendance element of this task is not a simulation.
[740] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[741] Andrew Pike email to Justice Payne dated 17 December 2025.

				and assess student understanding of prescribed academic knowledge content.
Drafting legal documents	(i) Ability to draft a simple contract[742]	Contracts		YES
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[743]	PLT course Appropriate to act on additional comment about the value of 'understanding' a client retainer agreement in P11 subject as part of the client relationship but drafting in PLT course a useful and appropriate stage to revisit and reinforce this material.
	(iii) Ability to draft a simple Summons or Statement of Claim[744]	Civil Dispute Resolution		PLT course In Resolving Civil Disputes, students learn the requirements for pleadings by working through examples of all court documents for a simple personal injury claim,

[742] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[743] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[744] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				including summons and statement of claim and defence. They also complete a simple exercise or re-ordering given sentences from a pleading. While the latter might be converted to a drafting exercise, there is concern about this as assessment in the academic subject. Completing a number of litigation steps and the court documents for a dispute in the PLT course is seen as more appropriate and meaningful.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[745]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	YES
	(ii) Ability to locate leading authorities relevant to a legal issue[746]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	YES

[745] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[746] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[747]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[748] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		YES

[747] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[748] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[749] The precise mechanics of how firms ask their lawyers to record time[750] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	PLT course This is not best addressed in the law degree but should be covered in PLT with the 'precise mechanics' material.
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[751]	Ethics and Professional Responsibility		YES
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		YES
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[752] to adapt to	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	YES This is a topic that far transcends any single P11

[749] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[750] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[751] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[752] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	change and to cope with stress[753]			subject and is a focus across higher education.
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[754]	Ethics and Professional Responsibility		YES
	(viii) Understand the importance of continuous learning,[755] curiosity,[756] flexibility,[757] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[758] being self-critical[759] and having "a willingness to ask for help after first attempting to solve a problem"[760]	Ethics and Professional Responsibility		YES This is a topic that far transcends any single P11 subject and is a focus across higher education.

[753] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[754] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

[755] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.

[756] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[757] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[758] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[759] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[760] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

Responsible use of technology[761]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[762]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now	YES Appropriate and ethical use of AI is addressed in Legal Research & Writing and reinforced in assessment for many others. Client confidentiality generally will be covered in legal ethics subjects.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies			Agree with the non-inclusion of all these matters as a requirement for accreditation.

[761] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[762] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

	(documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[763] or costs orders.[764] We cannot duplicate everything in the Priestley 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[765] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[766] These are obviously skills that lawyers need. Query			

[763] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[764] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[765] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[766] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[767] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[768] with correct references to			

[767] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[768] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of			

	substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

University of Notre Dame (Notre Dame)

General comments from Notre Dame

We cover some but not all of the relevant skills in our current skills matrix within the law degree. We know that we can add more of the material into our law degree, but we also have strong views on what is best suited to PLT and to on-the-job learning.

- We would need around 6 months' notice to plan the changes to existing assessments and then to process the changes through our internal approval processes.
- Aside from the final exam (and we are looking to implement viva voce, interrogatory style exams into some of our senior law courses), we would generally only plan for 2-3 additional assessments per course. This does put a practical limit on the number of knowledge and skills that we can assess (on the basis that each skill should be introduced, replicated and reinforced).
- We are currently reviewing and potentially changing our assessments across the degree so some of the answers below may soon change (although we will bear in mind the requirements below).
- We may need to make minor changes to our law program learning outcomes to accommodate some of these changes.

• Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[769])	Comments	Notre Dame Comments

[769] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[770]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		This is appropriate for an LLB. We do simplified versions of this. We would look to add this into one or more of our courses and hone this skill in tutorial time or in a simulation.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[771]	Contracts or Corporations and Partnerships		This is appropriate for an LLB. We do simplified versions of this. We would look to add this into one or more of our courses and hone this skill in tutorial time or in a simulation.
	(iii) Ability to provide advice to a client in relation to a simple[772] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[773]	This could be addressed in any of the Priestley 11 subjects		This is appropriate for the LLB. We include assignments involving written advice on problem questions in more than half of our compulsory courses. We do not currently include assignments where oral advice is provided to a client who can respond. We can simulate this. Office settings can be difficult for universities to replicate effectively.

[770] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[771] Andrew Pike email to Justice Payne dated 17 December 2025.
[772] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[773] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner,

	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[774]	This is appropriate for the LLB. We currently include an oral negotiation exercise in Alternative Dispute Resolution.
	(v) Ability to interview a witness and prepare a witness statement or affidavit[775]	Criminal Law and Procedure, Civil Dispute Resolution		This is appropriate for the LLB. Part of this skillset is also enhanced in competitions. However, we provide good foundations currently for this skill across multiple Priestley 11 subjects and it is sensible that we bring this together in a range of assessment items.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[776]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This is appropriate for the LLB. We currently include live oral presentations in Advocacy and Alternative Dispute Resolution and a pre-recorded oral presentation in Commercial Practice and Ethics. We expect to implement a range

"Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[774] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[775] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

[776] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				of viva voce style exams in our senior level classes, which would emphasise the skillset required to respond to questions.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[777]			The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be in PLT and in organisation work experience. While we teach and assess the need to tailor advice to the relevant audience, it may be difficult to capture the full diversity of audiences mentioned here. One of our program learning outcomes is to "write effective and professional documents adapted to suit the purpose and audience".
Collaboration[778]	Ability to work with colleagues within a team, for example in the preparation of a written advice[779]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing	This is appropriate for the LLB. We currently have group assignments in Commercial Practice and Ethics and Alternative Dispute Resolution. We could

[777] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[778] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/778162 87/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[779] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.

			collegiality[780], wanting to understand other perspectives and to take feedback,[781] the team nature of legal practice from working with support staff[782], to working with more and less experienced colleagues and working with Counsel.[783]	increase the number of group assessments. One of our program learning outcomes is 'work[ing] responsibly and collaboratively in diverse teams to achieve shared outcomes'. *Please note, though, it would be difficult to resource an assessment to involve working with counsel.*
Client relationship[784]	(i) Understand the need to know, relate to, and service the needs of clients[785] whilst maintaining independence[786] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics,		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[788]	This is appropriate for the LLB and we already do this to an extent. This suggestion would help us to make it more explicit.

[780] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[781] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[782] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[783] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[784] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[785] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[786] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[788] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment

	financial position, strategy and objectives[787]			
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[789] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[790]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.	The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be in PLT and in organisation work experience. We implicitly test (iv) because students do multiple courses with competing deadlines. While we teach (i) to (iii), it may be difficult to include this in an assignment in more than a superficial way. Law firms typically have their own internal procedures for record keeping which would often be part of a graduate lawyer's induction.
Court processes and etiquette[791]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or	This is appropriate for the LLB. We currently include a plea in mitigation and an appeal in Advocacy. We

[787] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[789] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

[790] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[791] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	application,[792] with appropriate understanding of court processes and etiquette		directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[793] and prepare a file note report on what occurred[794]	could add this into other courses such as evidence or civil procedure. We currently include a written court report in Legal Process and Statutory Interpretation.

[792] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[793] The Court attendance element of this task is not a simulation
[794] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation

	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		This is appropriate for the LLB. We currently include a plea in mitigation and an appeal in Advocacy.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[795]	Civil Dispute Resolution		This is appropriate for the LLB. We currently include an oral negotiation exercise in Alternative Dispute Resolution.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[796]	Contracts		This is appropriate for the LLB. We currently do not do this. We do work around a lease in property law, which is, in effect a negotiation around the terms of the agreement.
Drafting legal documents	(i) Ability to draft a simple contract[797]	Contracts		This is appropriate for the LLB. We currently include a small contract drafting exercise in Commercial Practice and Ethics. This could be expanded or an additional exercise could be included in Contract Law A or B.

[795] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[796] Andrew Pike email to Justice Payne dated 17 December 2025.
[797] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[798]	The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be reinforced in PLT.
	(iii) Ability to draft a simple Summons or Statement of Claim[799]	Civil Dispute Resolution		This is appropriate for the LLB. We currently include an assignment in Civil Procedure which involves drafting a Statement of Claim. This is also replicated in elements in different Priestley 11 courses.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[800]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This is appropriate for the LLB. This is sufficiently assessed in the written advice problem question assignments in the more statute-heavy subject areas. One of our program learning outcomes is 'conduct independent legal research and employ appropriate legal research methods and sources to locate, evaluate, synthesise, and present

[798] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[799] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[800] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				accurate, up-to-date, and reliable legal sources'.
	(ii) Ability to locate leading authorities relevant to a legal issue[801]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This is appropriate for the LLB. This is sufficiently assessed in the many written advice problem question assignments. A current program learning outcome is 'conduct independent legal research and employ appropriate legal research methods and sources to locate, evaluate, synthesise, and present accurate, up-to-date, and reliable legal sources'.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[802]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[803]	This is appropriate for the LLB. Legal ethics and professional responsibility is specifically assessed in an assignment (currently involving an oral and written component) and the exam in Commercial Practice and Ethics. A program learning

[801] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[802] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[803] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	outcome is 'use ethical and socially responsible decision-making skills'.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		This is appropriate for the LLB. Legal ethics and professional responsibility is specifically assessed in an assignment (currently involving an oral and written component) and the exam in Commercial Practice and Ethics. Conflicts of interest are always tested within the course.
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: -	The basic foundations of this are appropriate for the LLB. The more advanced

			providing fee estimates; - time recording and, where used, the importance of accurately recording time.[804] The precise mechanics of how firms ask their lawyers to record time[805] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	components of this would need to be reinforced in PLT. We focus on this in the Legal ethics and professional responsibility [sic] is specifically assessed in an assignment (currently involving an oral and written component) and the exam in Commercial Practice and Ethics. Given constraints on the number of possible assessments, it may be difficult to include this in an assignment in more than a superficial way. While billing should be covered within the context of ethics and professional responsibility, costs scales and costs agreements and matters of taxation may be better covered in PLT.
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[806]	Ethics and Professional Responsibility		This is appropriate for the LLB. This topic is covered in Trusts and Commercial Practice and Ethics.
	(v) Knowledge of the mental health and substance abuse issues that	Ethics and Professional Responsibility		We think this is best covered in PLT. Given constraints on the number of possible

[804] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[805] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[806] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	disproportionately impact the legal profession			assessments, it may be difficult to include this in an assignment in more than a superficial way. In addition, and importantly, legal academics are also rarely qualified to speak with authority on these issues.
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[807] to adapt to change and to cope with stress[808]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	We think this is best covered in PLT. We should introduce these ideas in the LLB, but we are uncomfortable with assessing this at UG level. In addition, legal academics are also rarely qualified to speak with authority on these issues.
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[809]	Ethics and Professional Responsibility		The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be reinforced in PLT. We cover this to an extent in Commercial Practice and Ethics and could include more if necessary. Our second torts subject involves

[807] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[808] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[809] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

				a dedicated study of negligence. Given constraints on the number of possible assessments, it may be difficult to include this in an assignment in more than a superficial way. This is also often encountered as part of lawyers' annual CPD.
	(viii) Understand the importance of continuous learning,[810] curiosity,[811] flexibility,[812] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[813] being self-critical[814] and having "a willingness to ask for help after first attempting to solve a problem"[815]	Ethics and Professional Responsibility		The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be reinforced in PLT. We cover this to an extent in Commercial Practice and Ethics and could include more if necessary. One of our program learning outcomes is "undertak[ing] self-directed learning with an appreciation of the value and importance of engaging in continuing professional development".

[810] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[811] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[812] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[813] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[814] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[815] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

Responsible use of technology[816]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[817]	Ethics and Professional Responsibility		The basic foundations of this are appropriate for the LLB. The more advanced components of this would need to be reinforced in PLT. Legal ethics and professional responsibility is specifically assessed in an assignment (currently involving an oral and written component – which require the use of Word and PowerPoint) and the exam in Commercial Practice and Ethics. Confidentiality is always tested within the course. The university is currently reviewing the use of AI in assessments across the degree and we will educate and assess for ethical competency in its use.

[816] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[817] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[818] or costs orders.[819] We cannot duplicate everything in the PriestleyPriestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[820] We think it would be a logistical challenge to			

[818] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[819] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[820] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.

	require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[821] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[822] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have			

[821] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).
[822] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[823] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We			

[823] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

University of Sydney (Sydney)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[824])	Comments	Sydney Law School
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[825]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		Problem-based learning concerning hypothetical clients features throughout the core curriculum. Moreover, the new unit of study *Civil Disputes* will include scenarios in which students are asked to assume that they are representing a client, and *Lawyers, Justice and Ethics* includes role-plays when discussing the lawyer-client relationship.

[824] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[825] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[826]	Contracts or Corporations and Partnerships		In *Contracts*, students analyse factual scenarios in problem sets, but structured client interviewing is not presently taught and scope for introducing it is limited. The tutorials in *Corporations Law* are dedicated to workshopping several problem-based scenarios where students are asked to provide advice to a specific hypothetical client (e.g. ASIC, the board, a liquidator, a shareholder etc).
	(iii) Ability to provide advice to a client in relation to a simple[827] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[828]	This could be addressed in any of the Priestley 11 subjects		Problem-based learning (including fact analysis, interpretation and application of relevant law, and the expression of reasoned conclusions and/or the outlining of options) is a key aspect of the curriculum and typically involves giving advice to a hypothetical client. Students are also assessed on their cultural competence and on their oral communication skills throughout their degree.

[826] Andrew Pike email to Justice Payne dated 17 December 2025.
[827] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[828] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner,

				These fundamental skills are adaptable to different communication media and technologies, bearing in mind that use of different forms of communication media will change over the course of our graduates' careers.
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[829]	Students are assessed on their communication skills – written and oral – and their capacity to address different audiences throughout their degree. These fundamental skills are adaptable to different communication media and professional contexts. In-class group work in *Lawyers, Justice, and Ethics* simulates working with colleagues. One of the proposed assessment activities in our newly revised *Civil Disputes* unit requires students to negotiate and "hand up" a set of Short Minutes of Order (eg timetable). In *Corporations Law*, students are required to complete two assessable

"Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[829] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				group work activities in which they are given a problem-based scenario in class and are required to draft practical outputs (constitutional clauses and a letter of advice) in response during that class time. These activities assess the ability of students to work with one another and negotiate respectfully, much as they would be expected to do in different legal practice settings.
	(v) Ability to interview a witness and prepare a witness statement or affidavit[830]	Criminal Law and Procedure, Civil Dispute Resolution		Students are assessed on their communication, interpersonal and listening skills throughout their degree. *Criminal Law, Procedure and Research 1* includes consideration of issues that relate to the interviewing of Aboriginal and/or Torres Strait Islander witnesses. In the new *Civil Disputes* unit of study, students will be required to draft an Affidavit of Service, based on a set of facts provided. There is no scope in this unit for actually

[830] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

				proofing witnesses or drafting a corresponding witness statement of affidavit.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[831]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Students are required to present their views orally and answer questions on legal subjects throughout their studies. Students are routinely assessed on "class participation" typically including a requirement to present and lead discussion on specific topics and engage in Q&A in person in class.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[832]			Problem-based learning and communication tasks responsive to the circumstances of a diverse array of hypothetical clients feature throughout the curriculum. A learning outcome of both the LLB and JD degrees is "Ngara", that is, an understanding of Aboriginal and Torres Strait Islander Peoples' knowledges and perspectives, including the ongoing effects of

[831] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[832] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				colonisation, and an ability to reflect upon the cultural specificity of law.
Collaboration[833]	Ability to work with colleagues within a team, for example in the preparation of a written advice[834]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[835], wanting to understand other perspectives and to take feedback,[836] the team nature of legal practice from working with support staff[837], to working with more and less experienced colleagues and working with Counsel.[838]	In several units of study across the curriculum, students are required to work in groups and to collaborate on outputs.
Client relationship[839]	(i) Understand the need to know, relate to, and service the needs of		The practical skills and knowledge covered would include	Problem-based learning, issue spotting, and responsiveness to the needs

[833] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[834] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[835] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[836] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[837] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[838] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[839] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].

	clients[840] whilst maintaining independence[841] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[842]		identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[843]	of hypothetical clients are taught throughout the core curriculum. In addition, see below under 'Ethics, Professional Responsibility and life as a lawyer'. Beyond such fundamental skills and matters of ethics and professional responsibility, we were advised in a meeting on 17 February 2026 that client relationship skills would continue to be taught in the capstone PLT course.
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[844] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid	Students are assessed on their note-taking skills and time-management and prioritisation capabilities throughout their degree in that these skills are integral to success in all the units of study that they are required to complete. Beyond these fundamentals, we do not

[840] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[841] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[842] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[843] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment
[844] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	(iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[845]		duplication. Managing time should also be a skill developed whilst studying.	teach the specifics of file or matter management. We were advised in a meeting on 17 February 2026 that record-keeping and matter management would continue to be taught in the capstone PLT course.
Court processes and etiquette[846]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[847] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day.	As noted above, students are required to present their views orally and answer questions on legal subjects throughout their studies equipping with fundamental skills that underpin effective advocacy. Also, some elective units of study employ in-class moots and students interested in advocacy have opportunities to hone their skills through our active mooting program. The compulsory unit of study *Criminal Law, Procedure and Research 1* includes a Court Observation Reflection Essay that requires students to attend court and observe a criminal matter, and independently prepare a

[845] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[846] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[847] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[848] and prepare a file note report on what occurred[849]	written essay that reflects on how the student observation affirmed or challenged the analysis in one of a series of set texts. Prior to this assessment, students undertake a Pre-Court Preparation pass-fail hurdle task that includes a purpose-made video interview on court etiquette with a superior court judge, and a quiz on the Court Security Act. In the compulsory unit of study *Civil Disputes*, students will be given the opportunity to formulate and present one kind of oral argument, eg, a Notice of Motion, which will involve discussion of basic advocacy principles and etiquette.
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		In the compulsory unit of study *Criminal Law, Procedure and Research 1*, students engage with this through the Pre-Court Preparation hurdle task. In *Civil Disputes*, students will again be reminded of the relevant practices and

[848] The Court attendance element of this task is not a simulation

[849] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation

				etiquette in relation to such communications.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[850]	Civil Dispute Resolution		The alternative dispute resolution module in *Civil Disputes* includes some discussion of negotiation and mediation. Also, students have opportunities to extend their understanding of ADR in our elective curriculum and in optional negotiation competitions. However, there is not scope in the compulsory core curriculum for proper exploration of interest-based negotiation and meaningful skills training in negotiation and mediation would require substantial curriculum redesign and additional teaching hours.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[851]	Contracts		This is compatible with the material covered in *Contracts*, but meaningful skills training in commercial negotiation would require substantial curriculum redesign and additional teaching hours.

[850] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[851] Andrew Pike email to Justice Payne dated 17 December 2025.

Drafting legal documents	(i) Ability to draft a simple contract[852]	Contracts		This is aligned with topics that are covered in *Contracts*, such as contractual terms, and the fundamental skills of clear, plain English writing that students build over the course of the curriculum would equip them to undertake such a task. However, dedicated drafting instruction would require substantial curriculum redesign and additional teaching hours.
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[853]	In *Lawyers, Justice and Ethics*, students are shown examples of retainer agreements and taught about the legal requirements, but they do not currently draft one, though there might be potential for them to do so in future. Again, the fundamental skills of clear,

[852] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[853] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

				plain English writing that students build over the course of the curriculum would equip them to undertake such a task.
	(iii) Ability to draft a simple Summons or Statement of Claim[854]	Civil Dispute Resolution		In *Civil Disputes*, students will be given the opportunity to draft simple court documents, such as Initiating Process, Affidavits and Notices of Motion.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[855]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This skill is introduced and assessed in *Ngura and Foundations of Law*, *Criminal Law, Process and Research 1* and *Criminal Law, Process and Research 2* and then developed throughout the degree.
	(ii) Ability to locate leading authorities relevant to a legal issue[856]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	This skill is introduced and assessed in *Ngura and Foundations of Law*, *Criminal Law, Process and Research 1* and *Criminal Law, Process and Research 2* and then

[854] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[855] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[856] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				developed throughout the degree.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[857]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[858] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The	All of these are part of the curriculum in *Lawyers, Justice and Ethics*.

[857] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[858] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			focus here is on particular practical ethical issues which merit reiteration in a PLT context.	
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		This is covered in *Lawyers, Justice and Ethics* and as part of fiduciary obligations in *Equity*.
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[859] The precise mechanics of how firms ask their lawyers to record time[860] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	This is covered in *Lawyers, Justice and Ethics*.

[859] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[860] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[861]	Ethics and Professional Responsibility		This is covered in *Lawyers, Justice and Ethics*. Moreover, in *Equity*, detailed consideration of the principles of trusts includes reference to cases in which solicitors have been held liable for misapplication of client money held in trust.
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		This is covered in *Lawyers, Justice and Ethics*.
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[862] to adapt to change and to cope with stress[863]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	This is covered in *Lawyers, Justice and Ethics*.
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[864]	Ethics and Professional Responsibility		This is covered in *Lawyers, Justice and Ethics*. In addition, in *Equity*, fiduciary duties and confidentiality obligations are covered in depth, including the

[861] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[862] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[863] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[864] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

				intersection of these duties in former client situations.
	(viii) Understand the importance of continuous learning,[865] curiosity,[866] flexibility,[867] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[868] being self-critical[869] and having "a willingness to ask for help after first attempting to solve a problem"[870]	Ethics and Professional Responsibility		This is covered in *Lawyers, Justice and Ethics*. Students are also encouraged to self-assess their class-participation and engage in reflexive learning in other units of study across the core curriculum.
Responsible use of technology[871]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[872]	Ethics and Professional Responsibility		Students are already taught in several units of study about the appropriate and ethical use of AI. The Law School is building on this in an ambitious three-year project (2026-2028) to

[865] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[866] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[867] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[868] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[869] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[870] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.
[871] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[872] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

				embed critical AI literacy and discernment in the core curriculum, including availing students access, in supported contexts, to legal AI tools increasingly used in legal practice.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[873] or costs orders.[874] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil			

[873] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[874] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[875] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[876] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible			

[875] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[876] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	use of documents obtained on subpoena or in discovery".[877] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[878] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the			

[877] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[878] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

University of Technology Sydney (UTS)

NB: Two points:

i. The final column notes where UTS agrees to the skill proposed. Importantly the skills agreed to may be completed in subjects that differ from those suggested in the third column of the below Table.
ii. It may be worth considering if the practical skills be less detailed where possible – for example in the first category of Communication in the Table the listed activities (conference/email etc) could be removed and a more umbrella statement inserted

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[879])	Comments	**UTS response**

[879] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the *Legal Profession Uniform Admission Rules 2015* (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[880]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		Agreed. Could also be assessed in Torts.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[881]	Contracts or Corporations and Partnerships		Agreed. Query is this is intended as an advanced assessment, building on (i). If so, could be covered in PLT
	(iii) Ability to provide advice to a client in relation to a simple[882] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[883]	This could be addressed in any of the Priestley 11 subjects		Agreed. Clarify if written or oral. Written advices are assessed in several UTS P11 subjects.

[880] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[881] Andrew Pike email to Justice Payne dated 17 December 2025.
[882] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[883] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[884]	Agreed. Assessing 4 modes of communications could be onerous. Suggest one oral and one written.
	(v) Ability to interview a witness and prepare a witness statement or affidavit[885]	Criminal Law and Procedure, Civil Dispute Resolution		Agreed. Students draft an affidavit in Civil Practice.
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[886]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Agreed. Assessed in several P11 and elective subjects.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious			Agreed. Diversity within the law and legal practice is currently addressed in electives.

[884] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[885] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[886] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	background and education level[887]			
Collaboration[888]	Ability to work with colleagues within a team, for example in the preparation of a written advice[889]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[890], wanting to understand other perspectives and to take feedback,[891] the team nature of legal practice from working with support staff[892], to working with more and less experienced colleagues and working with Counsel.[893]	Agreed. Suggest that the task does not need to be a written advice. The attribute being assessed is collaboration.
Client relationship[894]	(i) Understand the need to know, relate to, and service		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial)	Suggest completed at PLT stage as requires advanced and nuanced skills.

[887] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[888] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[889] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[890] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[891] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[892] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[893] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[894] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].

	the needs of clients[895] whilst maintaining independence[896] (ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[897]		objective and identifying the legal issues relevant to the client's objective[898]	
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[899] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.	Agree with the comment that this is not necessary in the P11 – can be done in PLT.

[895] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2
[896] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[897] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[898] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[899] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[900]			
Court processes and etiquette[901]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[902] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1	Agreed. Could also be assessed in other P11 subjects e.g. Admin Law, Contracts.

[900] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[901] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[902] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			day)[903] and prepare a file note report on what occurred.[904]	
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		Agreed. Could be coupled with the above task.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[905]	Civil Dispute Resolution		Agreed. Suggest one negotiation should be individual non-commercial parties and the other a commercial setting.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[906]	Contracts		Agreed
Drafting legal documents	(i) Ability to draft a simple contract[907]	Contracts		Agreed
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[908]	Agreed – drafting a retainer best placed in PLT. Knowledge as to costs disclosure is covered in P11 Ethics.

[903] The Court attendance element of this task is not a simulation.
[904] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation.
[905] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[906] Andrew Pike email to Justice Payne dated 17 December 2025.
[907] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[908] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

	(iii) Ability to draft a simple Summons or Statement of Claim[909]	Civil Dispute Resolution		Agreed – with advanced drafting in PLT.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[910]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Agreed. Students are assessed on this in several subjects.
	(ii) Ability to locate leading authorities relevant to a legal issue[911]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Agreed. Students are assessed on this in several subjects.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[912]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[913]	Agreed. Students are assessed on this in several subjects.

[909] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[910] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[911] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[912] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[913] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		Agreed. Should also be reinforced in PLT.
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[914] The precise mechanics of how firms ask their lawyers to record time[915] – from	Agreed. Should also be reinforced in PLT.

[914] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[915] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

			computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[916]	Ethics and Professional Responsibility		Agreed
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		Agreed
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[917] to adapt to change and to cope with stress[918]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	Agreed
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[919]	Ethics and Professional Responsibility		Agreed. This is covered in P11 Ethics.

[916] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[917] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[918] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[919] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

	(viii) Understand the importance of continuous learning,[920] curiosity,[921] flexibility,[922] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[923] being self-critical[924] and having "a willingness to ask for help after first attempting to solve a problem"[925]	Ethics and Professional Responsibility		Agreed.
Responsible use of technology[926]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[927]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now	Agreed.

[920] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[921] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[922] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[923] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[924] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[925] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.
[926] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[927] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[928] or costs orders.[929] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work.			Strongly agreed in regard to streamlining and not reproducing another set of Competencies. Critical thinking and problem solving are already embedded and assessed in the P11 subjects. We support the addition of an understanding of workplace culture in the curriculum. Given evidence over the past 10-20 years of high incidences of poor mental health of lawyers, attrition rates and harassment and bullying in legal workplaces, these areas should be taught together in the core law program in Ethics, Professional Responsibility and life as a lawyer.

[928] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[929] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	Leadership skills.[930] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[931] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on			

[930] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[931] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	subpoena or in discovery".[932] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[933] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a			

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[933] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

University of Wollongong (Wollongong)

Note: UOW School of Law comments have been added to a fifth column in the table below.

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Priestley subjects[934])	LBAB Comments	UOW School of Law comments

[934] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the *Legal Profession Uniform Admission Rules 2015* (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in

Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[935]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution		Suggest broadening to any Priestley/core subject to allow flexibility given this is a skill common to all legal areas. LLB1197 Ethics and Professional Responsibility covers basic ethical and communication skills regarding taking instructions in an initial client interview. This is assessed as part of class participation ('CP') via an in- class role-play exercise (CP is worth 10% across session). Introductory interviewing skills, including client-lawyer role plays, are also addressed in a seminar in LLB1115 Legal Skills (assessed via CP worth 10% across session). This knowledge/skill could also feasibly be introduced into other subjects, noting it may be most feasibly covered through in-class tasks/role playing exercises assessed

Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[935] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				via CP. It is noted that at present, most mid-session assignments and exam scenarios would involve students being provided with a written fact scenario/written instructions upon which they are to provide legal advice.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[936]	Contracts or Corporations and Partnerships		It is noted that partnerships are not specifically listed within the Priestleyprescribed areas of knowledge. We suggest this reference be removed from the third column and that 'Company Law' be referred to consistently with the prescribed areas of knowledge (rather than 'Corporations and Partnerships'). Assessments for most subjects are currently based around written fact scenarios/written instructions rather than taking in-person instructions from a client. However, this knowledge/skill could be

[936] Andrew Pike email to Justice Payne dated 17 December 2025.

				feasibly covered. It may be most feasibly covered through in class tasks/role playing exercises assessed via CP. It is noted that there is some concern over increasing the number of tasks in first year subjects such as Contract Law and whether students would have the required skill level at that stage. However, this skill/knowledge based on eg a contracts matter could be integrated into subjects such as LLB2225 Advanced Legal Skills, which already has a drafting (15%) and mediation (35%) task based around a simulated litigated contract/civil dispute and in class exercises (assessed via CP 15%) based around acting in a contracts/corporations matter.
	(iii) Ability to provide advice to a client in relation to a simple[937] criminal or civil issue, manifesting the ability to analyse the facts, the law	This could be addressed in any of the Priestley 11 subjects		Suggest reconsideration/clarification of how this knowledge/skill is worded. For instance, is there an expectation of testing

[937] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting - by email - by letter, or - in a formal written advice[938]			students' skills to give advice by ALL of the different methods listed - conference, phone, on-line meeting, email, letter and formal written advice? Or is there an expectation that only one of these methods needs to be assessed (given the inclusion of 'or' in the list)? The wording could perhaps instead be formulated more broadly to require the provision of oral and written advice. Most Priestley/core subjects involve written problem question assessments tested through a mid-session assignment and/or an exam. This generally involves the provision of written advice. It is noted there may not be requirements to format it as eg an email or letter, but rather as an advice in the form of a problem question answer. Different written formats could feasibly be covered, if required.

[938] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				Provision of advice via oral methods eg conference, phone, on-line meeting simulations that are assessed beyond in class role play exercises assessed via CP would have implications for teaching of core curriculum content, increased administrative load to arrange oral assessments for each student across large core subjects and potential implications for marking loads. Eg, introducing an oral advice assessment may require removal of one week of Priestley seminar material to run assessments and also require use of the full week/time outside of usual scheduled classes to assess all students. It is noted that for many subjects in class exercises include practice problem questions where students report back to their class on their answer (ie advice they would give) orally. This is assessed via CP.
	(iv) Ability to engage in professional communication	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include “the micro-	It is suggested that further guidance/consideration be given as to whether some of

	with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter		negotiations of the everyday practice."[939]	these tasks are necessary to be covered in a law degree eg is a phone/email simulation required as an assessment task? Is knowledge of matters covering topics such as general professional courtesy between lawyers and disciplinary consequences sufficient to demonstrate an 'ability to engage in processional communication with other legal practitioners' (covered in eg LLB1197 Ethics and Professional Responsibility through CP 10% and Exam 50%)? Again, consideration could be given to broadening this to refer simply to oral and written communications. Some subjects cover some but not all forms of communication eg in LLB2225 Advanced Legal Skills there is a simulated mediation (meeting) between student lawyers/mediators in an attempt to resolve a litigation-based dispute (drafting and mediation task).

[939] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				For some subjects it may be feasible to restructure existing assessment tasks to require professional communication (eg LLB2230 Administrative Law mooting assessment task). For a number of subjects, including additional assessment tasks involving mock communications with another lawyer may not be feasible. It is noted that most Priestleycore/subjects have a CP assessment task and students are required to work with other students in small group exercises in a professional manner. Some further in-class role play exercises could be considered for some subjects (assessed via CP).
	(v) Ability to interview a witness and prepare a witness statement or affidavit[940]	Criminal Law and Procedure, Civil Dispute Resolution		Suggest broadening to any Priestley/core subject given this is a common skill across several areas. Further, Criminal Law and Procedure is a first year subject at UOW and this skill may be better

[940] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

				placed in other/later subjects – it is not considered feasible in this subject. Interviewing a witness could feasibly be covered in some subjects if there is flexibility in how this can be assessed eg in class exercises assessed via CP. LLB 2225 Advanced Legal Skills has a dedicated class session and exercises on court documents. A dedicated task requires drafting an affidavit based on client instructions (assessed via CP 15%).
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience (in person or on-line) on a legal subject and take questions[941]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Suggest clarification of wording so that this can extend to mock court and mooting exercises. On that basis, this is covered by oral presentation tasks/court case simulations in eg LLB2225 Advanced Legal Skills which has an advocacy assessment task (35%) involving a mock Local Court appearance/questions from the bench and LLB2230 Administrative Law which has

[941] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

				a mooting assessment task (30%) involving presentation of oral submissions and answering questions from the bench. It may be feasible to include oral presentation tasks as part of other assessments in some subjects. For example, LLB2280 Constitutional Law previously included a groupwork presentation assessment task. Dedicated oral presentation tasks could also be assessed via CP (in addition to existing in-class exercises), such as allocation of a specific case or topic for a student to speak on in an allocated week.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[942]			Noting this has not been identified as a knowledge/skill needing to be taught in the law degree. Some subjects may touch on aspects of this in some way. For example, in LLB1197 Ethics and Professional Responsibility, time is spent in class (and through the readings) dealing with issues relating to communication

[942] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				skills, cross-cultural issues, language issues, educational issues and how they might impact on communication and the lawyer/client relationship.
Collaboration[943]	Ability to work with colleagues within a team, for example in the preparation of a written advice[944]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[945], wanting to understand other perspectives and to take feedback,[946] the team nature of legal practice from working with support staff[947], to working with more and less experienced colleagues and working with Counsel.[948]	It is noted that most assessment tasks are individual tasks to ensure that individual student competency is being assessed. Some existing tasks involve teamwork eg in LLB2230 Administrative Law the mooting assessment requires students to work together in a team and produce written submissions that are assessed on a group basis. In LLB2225 Advanced Legal Skills the mediation assessment task requires students to work in a collegiate setting to simulate

[943] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[944] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[945] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[946] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[947] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[948] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

				a mediation. Often that mediation resolves the dispute and student lawyers are required to draft the terms of settlement together. Most Priestley/core subjects have a class participation assessment task. Many in-class exercises require students to work together in small groups in a collegiate way eg working on problem questions/advice or discussion questions. It may be feasible to include team tasks as part of other assessments in some subjects. For example, LLB2280 Constitutional Law previously included a groupwork presentation assessment task.
Client relationship[949]	(i) Understand the need to know, relate to, and service the needs of clients[950] whilst maintaining independence[951]		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-	Noting this is not indicated as needing to be covered in the law degree. Some general skills relating to this would be covered throughout the

[949] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[950] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2
[951] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

	(ii) Understand the need for law to be practically applied in the context of the client and their needs having regard to their characteristics, financial position, strategy and objectives[952]		legal or commercial) objective and identifying the legal issues relevant to the client's objective[953]	degree eg providing advice relating to a client's factual circumstances, while remaining objective as the law may not be in the client's favour. The focus of most assessments would be on the legal, rather than non-legal objectives, of a client given the key focus on testing Priestley knowledge. However, some tasks require students to take a practical approach to resolving a legal dispute (eg mediation task in LLB2225 Advanced Legal Skills). LLB1197 Ethics and Professional Responsibility covers ethical duties to advise, act with competence and diligence etc (assessed via CP and the exam). The lawyer–client relationship is addressed at an introductory level in LLB1115 Legal Skills, in conjunction with a client interviewing simulation (assessed via CP).

[952] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[953] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[954] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[955]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying.	Noting this has not been identified as a knowledge skill/required in the law degree. It is also noted that it is unclear if this is required as a skill/simulated task versus knowledge requirement – suggest clarification. It is noted that various knowledge aspects relating to this would be covered in LLB1197 Ethics and Professional Responsibility. LLB2225 Advanced Legal Skills may have some simulation of tasks eg a mediation file. However, simulating some of these tasks may be outside of the scope of a law degree.
Court processes and etiquette[956]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[957] with appropriate	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the	Suggest broadening to any Priestley/core subjects and referring to a 'short court matter' (rather than 'short, simple court application').

[954] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[955] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[956] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[957] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

	understanding of court processes and etiquette		criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at least 1 day)[958] and prepare a file note report on what occurred.[959]	This knowledge/skill is covered in court simulation tasks eg a mock appearance in a Local Court matter (summary offence criminal matter) assessed via an advocacy assessment in LLB2225 Advanced Legal Skills and a mooting assessment task in LLB2230 Administrative Law (although it is queried if the latter would be considered a 'simple' matter). In addition, a cursory introduction to court process and courtroom etiquette is addressed in LLB1115 Legal Skills through an in-class mooting exercise in which students apply their understanding of the distinction between binding and persuasive precedent. In LLB1197 Ethics and Professional Responsibility the role of lawyers as 'officers of the court' and the duties they owe to the court and other practitioners, both in

[958] The Court attendance element of this task is not a simulation.
[959] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; The Court attendance element of this task is not a simulation.

				terms of ethics and etiquette, are dealt with as knowledge aspects. Regarding preparation of a file note in Criminal Law/Civil Dispute Resolution after attending a court hearing – this could be required, but may require replacing an existing task (which eg tests Priestley knowledge of Criminal Law, versus the matters students may see at court on the day). If included as an additional task, this would add to marking load beyond that allocated for a subject (thereby increasing workload and cost). If broadened to any Priestley/core subjects, there may be greater capacity to accommodate such a task eg it could be a task undertaken in LLB1100 Foundations of Law or a skills subject. It is noted that as part of the advocacy task in LLB2225 Advanced Legal Skills involving a mock appearance in a Local Court criminal matter, students are required to prepare and submit a file note.

	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility		Suggest clarification of wording of this knowledge/ skill – is it referring to both in court and out of court communications, or only the latter? Suggest broadening to any Priestley/core areas to allow flexibility. It is considered that this may not be possible to cover/assess in Criminal Law and Procedure given other assessment tasks. Aspects relating to this are covered in court simulation tasks eg a Local Court criminal matter advocacy task in LLB2225 Advanced Legal Skills and mooting assessment task in LLB2230 Administrative Law. In seminars in LLB2225 Advanced Legal Skills (CP 15%), students have a dedicated lesson on court etiquette and protocol to prepare for the advocacy task. Readings in LLB1197 Ethics and Professional Responsibility relate to this criterion in terms of the ethical/etiquette aspects, including reference to cases

				where lawyers have done something wrong.
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[960]	Civil Dispute Resolution		This is covered in in LLB2225 Advanced Legal Skills. Drafting and Mediation Task (15+35%). The mediation component covers a simulated mediation in an attempt to resolve a litigation-based dispute. Students must convene with fellow students in a simulated practitioner-based mediation with a student acting as mediator.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[961]	Contracts		This would be feasible to cover in Contracts if there is flexibility in the nature of the task eg an in-class seminar activity assessed via CP.
Drafting legal documents	(i) Ability to draft a simple contract[962]	Contracts		This would be feasible to cover in Contracts if there is flexibility in the nature of the task eg an in-class seminar activity assessed via CP.

[960] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025 , 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[961] Andrew Pike email to Justice Payne dated 17 December 2025.
[962] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[963]	It is suggested that this requires flexibility in the nature of the task eg assessed via an in-class activity via CP. The nature of the retainer, when it will be held to have established and responsibilities under the retainer are part of the core subject content in LLB1197 Ethics and Professional Responsibility, usually covered in exam problem questions in varied contexts. There is also an in-class role play exercise (assessed via CP) – first meeting with a client and entering a retainer.
	(iii) Ability to draft a simple Summons or Statement of Claim[964]	Civil Dispute Resolution		It is suggested that flexibility in the nature of the task/assessment is required eg in-class seminar activity assessed via CP. This is covered in LLB2225 Advanced Legal Skill by an in-class exercise (assessed via CP) which involves drafting a Statement of Claim.

[963] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[964] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

				It is noted that such drafting tasks may be difficult to include in other subjects such as LLB3300 Remedies and Civil Procedure given the need to focus on Priestley content. That subject uses a fact scenario and looks at the relevant documents that would be required at each stage of the proceedings, including some drafting as a learning tool, but drafting of full documents would not be possible in that subject due to the content to be covered.
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[965]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	Suggest broadening to also allow coverage in Statutory Interpretation subjects, which some universities (such as UOW) teach separately. This knowledge/skill could be covered in any Priestley/core subject, including LLB1160 Statutory Interpretation. In addition to in class exercises based around legislation and case law (such as practice

[965] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				problem questions), many Priestley/core subjects have problem based mid-session written assessment tasks requiring students to provide legal advice that involves locating relevant statutory provisions and related case law. Location of related Parliamentary materials (eg second reading speeches) could also be required, but may be more suited to subjects where statutory interpretation skills/principles are being tested. In subjects such as LLB1160 Statutory Interpretation, currently students may eg be given the relevant Parliamentary materials as part of an exam question. It is feasible for a task to require identification/retrieval of Parliamentary materials in a Priestley/core subject. In addition, it is noted that legal research methods, techniques and strategies are a core focus of the first year

				subject LLB1115 Legal Skills and are both taught and assessed. The subject devotes four hours of scheduled in-class instruction to legal research, supported by prescribed readings and asynchronous exercises. Research competence is then assessed through a major task (40%), which requires students to identify, locate, and justify relevant primary and secondary sources in response to a defined legal issue.
	(ii) Ability to locate leading authorities relevant to a legal issue[966]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course	All Priestley subjects involve mid-session assignments and/or exam questions that require the provision of legal advice. Key authorities are taught throughout the subjects and are available through the readings. Students are expected to identify the leading authorities and utilise them in their assessment tasks.

[966] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				It is, however, noted that it is unclear whether the focus of this listed knowledge/skill is on the ability to find legal authorities on a point not covered in the subject (ie a case not mentioned in the readings/subject materials). In which case, this may involve testing of material beyond the Priestley content. However, this could be dealt with by requiring further research on a point not fully covered in the subject material/readings as part of an assessment, as already occurs in some subjects. For instance, in the LLB2225 Advanced Legal Skills drafting task (15%) students are given some leading cases and it is suggested they check to see if there has been any further movement in that area of the law.
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court,	Ethics and Professional Responsibility	Not required to be addressed in the capstone course.	This is covered in LLB1197 Ethics and Professional Responsibility and through all of its assessments (CP10%, Quiz 10%, mid-session

	clients, the profession and the community (including the provision of pro bono assistance)[967]		Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[968] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus here is on particular practical ethical issues which merit reiteration in a PLT context.	essay/assignment 30%, exam 50%). It is also noted that LLB3396 Legal Internship Program enables students to put this knowledge into practice / experience and observe this knowledge in practice. As a preface to students' subsequent study in LLB1197 Ethics and Professional Responsibility, LLB1115 Legal Skills introduces core ethical values, duties and professional commitments in three targeted points across the session: Week 2, in connection with academic integrity and the traceability of work; Week 9, in connection with professional communication online and associated professional obligations; and Weeks 11–12, in connection with responsible and ethical uses of generative AI in legal work. Students are also asked to engage with UOW School of

[967] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[968] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				Law's recently updated Statement of Professional Commitment, Respect and Well-Being, which is designed to instil an understanding that they are 'part of something bigger than themselves'—namely, that they are entering and participating in a profession.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility		Covered in LLB1197 Ethics and Professional Responsibility (CP 10%; Exam 50%)
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[969] The precise mechanics of how firms ask their lawyers to record time[970] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.	Covered in LLB1197 Ethics and Professional Responsibility (CP 10%, Exam 50%). Basic costs disclosure, costs agreements and billing methods content is covered in readings and seminars – and is sometimes part of an exam problem question.

[969] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[970] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[971]	Ethics and Professional Responsibility		Covered in LLB1197 Ethics and Professional Responsibility (CP 10%, exam 50%).
	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility		Covered in LLB1197 Ethics and Professional Responsibility (CP10%, mid-session assignment 30%). Topics of admission to the legal profession and ongoing fitness to practice cover these issues (more so mental health than substance abuse) – however whether these are explicitly assessed varies from year to year depending on the particular assignment question or focus case. Readings and class discussion on the topic of "the judiciary" sometimes cover these topics also. It is feasible to increase the emphasis.
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[972] to adapt to	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice	It is suggested this could be broadened to other Priestley/core subjects. However, further guidance is required as to whether these

[971] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[972] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	change and to cope with stress[973]			are required to be assessed as skills (as opposed to acquiring some knowledge of these techniques) given that these may be difficult to assess as skills (eg 'build resilience', 'cope with stress'). It is feasible for some knowledge of these techniques to be covered in LLB1197 Ethics and Professional Responsibility in readings and class discussion/ CP. Some aspects of these skills may be developed throughout tasks in the law degree eg court simulation tasks where the nature of the questions from the bench are uncertain and mediation tasks ('ability to deal with uncertainty'), or dealing with potentially traumatic material, such as cases involving serious crimes discussed in Evidence Law where consideration of how to handle the material is integrated into classroom discussion. But again, clarification as to the extent

[973] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

				to which these are required to be assessed as developed skills is suggested. It is noted that the introductory Law subject LLB1100 Foundations of Law used to have a suitably trained person come to talk to students in one week of the subject about well-being and resilience and this could potentially be reintroduced again.
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[974]	Ethics and Professional Responsibility		Covered in LLB1197 Ethics and Professional Responsibility (CP 10%, Exam 50%). There is a strong emphasis across most weeks on complaints, disciplinary proceedings and civil actions against lawyers. Risk management does not have a detailed focus but is implicit in the overall ethical responsibilities content.
	(viii) Understand the importance of continuous	Ethics and Professional Responsibility		We suggest that these may need reconsideration as to whether they are appropriate for inclusion in the law degree. While, in terms of

[974] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].

	learning,[975] curiosity,[976] flexibility,[977] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[978] being self-critical[979] and having "a willingness to ask for help after first attempting to solve a problem"[980]			knowledge, these attributes could potentially be discussed with students, a number of these would be difficult to assess as a skill. There are limitations as to how much can be taught in Ethics and Professional Responsibility. However, it is noted that LLB3396 Legal Internship Program provides for all of these themes. It is also noted that matters related to this criterion are addressed at the beginning and end of LLB1115 Legal Skills. In Week 1, the subject frames legal study (and legal practice) as requiring flexibility, a growth mindset, and a principled willingness to seek help after first attempting to resolve a problem. In Week 13, the focus shifts to feedback literacy—developing

[975] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[976] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[977] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[978] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[979] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[980] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

				students' capacity to respond constructively to feedback, reflect critically on performance, and identify concrete steps for improvement.
Responsible use of technology[981]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[982]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/Outlook/PowerPoint etc goes without saying now	It is suggested this could be broadened to Priestley/core subjects. A number of subjects can consider issues around matters such as appropriate and ethical use and limits of AI. In LLB1197 Ethics and Professional Responsibility (CP 10%, exam 50%) confidentiality obligations are a core topic of the subject, technological issues are covered in readings and class discussion. In LLB1115 Legal Skills this criterion is addressed in Weeks 11–12, where students are introduced to the appropriate and ethical

[981] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.
[982] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

				use of generative AI and other technologies in legal work, with a clear emphasis on professional limits and risk controls. While the detailed treatment of confidentiality, privacy and information security could be dealt with through LLB1197 Ethics and Professional Responsibility, in LLB1115, the focus is more foundational: students are introduced to the general limitations of generative AI in legal work and the paramount importance of lawyerly evaluation, including the non-delegable obligation to verify outputs before reliance or use. In LLB1160 Statutory Interpretation a specific part of the mid-session assignment covered the issues surrounding AI in relation to research and writing. Students must critically reflect on how AI deals with their topic and point out strengths and limitations of the data produced by AI platforms. They should ideally indicate how AI content differs from the more quality and in-depth

				and independent research on which they have based their final essay. In LLB2290 Jurisprudence one seminar critically examines the use of artificial intelligence in the legal field (assessed via CP). Other Priestley/core subjects also cover aspects relating to generative AI, for example, LLB2230 Administrative Law.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of			Not addressed given the indication these further matters have not been included.

	witnesses and settlement)[983] or costs orders.[984] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[985] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[986] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and			

[983] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[984] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[985] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.
[986] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).

	should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[987] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[988] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors			

[987] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[988] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.			

Western Sydney University (WSU)

Category	Practical knowledge and skills required for admission as an Australian lawyer	Where assessed simulation could be included in law degree (by reference to Preistley subjects[989])	Comments [WSU Priestley subjects where practical knowledge and skills are addressed]
Communication	(i) Ability to take instructions from a client in person in relation to a simple dispute[990]	Criminal Law and Procedure, Contracts or Civil Dispute Resolution	**Administrative Law**: professional task [45%] of writing a *Letter of Advice* to a client on a factual scenario. **Law of Associations**: Assessed through a *Legal Memorandum* [45%], which is designed to allow students to develop their research skills, balanced professional writing and understanding of corporate legal principles and related statutory provisions, demonstrating their ability to work independently to prepare specific legal advice while engaging in independent research. **Professional Responsibility & Legal Ethics**: Uses a *Memorandum of Advice* and a *Viva Voce* (oral exam) [50%] to simulate

[989] Note that in this table the names of the academic areas of knowledge set out in Schedule 1 of the Legal Profession Uniform Admission Rules 2015 (NSW) ("the Priestley 11 subjects") are used although law schools are not required to cover these areas in subjects with names which align with that terminology or to cover all of the content mandated in Schedule 1 in an individual subject. Note also that where more than one academic area of knowledge is listed the intention is to provide options to law schools for the location of the relevant simulation rather than to require a simulation in every listed subject.

[990] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

			professional client/practitioner interactions. This assessment task is in the form of a presentation to a senior counsel, partner of a law firm, head of department, professional body, tribunal or judicial officer. You are expected to act in the role of a legal practitioner (either barrister or solicitor) discussing a memorandum of advice that you have prepared and related matters.
	(ii) Ability to take instructions from a client in relation to a simple contract or corporations or partnership matter[991]	Contracts or Corporations and Partnerships	**Law of Associations**: Students write a *Legal Memorandum* [45%]. **Contracts**: students submit a *Written Reflection* [45%] that critically analyses a real-world contract from their own personal life that they have entered into recently.
	(iii) Ability to provide advice to a client in relation to a simple[992] criminal or civil issue, manifesting the ability to analyse the facts, the law and express a reasoned conclusion and/or give options in a way understandable to the client: - in a conference - by phone - in an on-line meeting	This could be addressed in any of the Priestley 11 subjects	**Remedies**: Professional task [35%] of *Advice on Evidence,* where students are provided with a brief from a solicitor which sets out the facts of the problem and they are required to discuss the relevant doctrines and principles and provide an objective assessment of the possible outcome.

[991] Andrew Pike email to Justice Payne dated 17 December 2025.
[992] Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.

	- by email - by letter, or - in a formal written advice[993]		**Administrative Law** uses *Letter of Advice*, **Law of Associations** *and* **Professional Responsibility Responsibility & Legal Ethics** use *Memoranda of Advice*. **Property Law** uses a *Client Interview* [40%].
	(iv) Ability to engage in professional communication with other legal practitioners, including: - by phone - in a meeting (in person or on-line) - by email - by letter	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include "the micro-negotiations of the everyday practice."[994] **Professional Responsibility & Legal Ethics** includes a *Viva Voce* (oral examination), which assesses students' ability to communicate professionally and respond effectively to questions in real time.
	(v) Ability to interview a witness and prepare a witness statement or affidavit[995]	Criminal Law and Procedure, Civil Dispute Resolution	
	(vi) Ability to prepare and deliver a short (5-10min) oral presentation to a live audience	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course

[993] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14] ; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[994] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

[995] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

	(in person or on-line) on a legal subject and take questions[996]		These skills are embedded and strongly emphasised in **Professional Responsibility and Legal Ethics** through the *viva voce*, in **Alternative Dispute Resolution** through the *role-play* assessment, in **Property Law** through *class presentations*, and in **Remedies** through the presentation-based assessment task.
	(vii) Ability to structure all such communications having regard to the differences in clients, witnesses and the audience including in life experience, sex, age, language ability, cultural background, racial background, religious background and education level[997]		**Alternative Dispute Resolution** includes a role-play assessment requiring students to adapt their communication style to different parties in mediation and negotiation contexts.
Collaboration[998]	Ability to work with colleagues within a team, for example in the preparation of a written advice[999]	This could be addressed in any of the Priestley 11 subjects	The practical skills and knowledge covered would include developing collegiality[1000], wanting to understand other perspectives and

[996] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[997] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[998] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[999] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT3.
[1000] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			to take feedback,[1001] the team nature of legal practice from working with support staff[1002], to working with more and less experienced colleagues and working with Counsel.[1003] These skills are embedded and strongly emphasised in **Professional Responsibility and Legal Ethics** through the *memorandum of advice* and *viva voce*, in **Alternative Dispute Resolution** through the *role-play* assessment, in **Property Law** through the *client interview and class presentation*.
Client relationship[1004]	(i) Understand the need to know, relate to, and service the needs of clients[1005] whilst maintaining independence[1006] (ii) Understand the need for law to be practically applied in the context of the client		The practical skills and knowledge covered would include identifying the client, identifying the client's (non-legal or commercial) objective and identifying the legal issues relevant to the client's objective[1008]

[1001] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[1002] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[1003] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[1004] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14].
[1005] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2.
[1006] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[1008] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.

	and their needs having regard to their characteristics, financial position, strategy and objectives[1007]		**Property Law** develops and assesses *client interviewing* skills and client-focused advocacy.
Record-keeping and matter management	(i) Understand the importance of organising and maintaining a file for each matter[1009] (ii) Understand the importance of creating and keeping written records of interactions with clients and all steps taken in any matter in a timely manner (iii) Understand the importance of keeping the client informed of all significant developments in a matter in a timely manner and doing so in a manner appropriate to that client (iv) Ability to manage time and to prioritise tasks effectively[1010]		Query if need to include (iv). These are obviously skills that lawyers need but do they necessarily need to be separately listed? Arguably they flow from the other skills and we want to try to be as specific as possible and to avoid duplication. Managing time should also be a skill developed whilst studying. **Fundamentals of Australian Law** embeds self-management and study skills modules and includes a professional task (30%) requiring students to prepare a *Case Summary*.

[1007] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (1), Andrew Pike email to Justice Payne dated 17 December 2025; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.

[1009] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Moira Saville quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.

[1010] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

Court processes and etiquette[1011]/advocacy	(i) Ability to appear as a solicitor advocate in a short, simple court application,[1012] with appropriate understanding of court processes and etiquette	Civil Dispute Resolution, Criminal Law and Procedure	In the civil area this could involve eg dealing with a return of subpoena, mention or directions hearing. In the criminal area it could involve eg a bail application A useful exercise would be appearing in a matter with a simple fact scenario. That said, it is recognised that entry level lawyers cannot be expected to have the ability to run a disputed matter entirely by themselves from their first day. For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at For the purposes of the subjects Criminal Law and Procedure and/or Civil Dispute Resolution, it may be appropriate to require students to attend a civil or criminal hearing (at

[1011] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.
[1012] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf. and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).

			least 1 day)[1013] and prepare a file note report on what occurred[1014] **Criminal Law** assesses advocacy skills through a *Bail Application*. **Criminal Procedure and Evidence** includes a *Court Visit and Reflection*. In **Torts**, students are assessed on oral advocacy through *court-style oral submissions*.
	(ii) Understand when and how it is appropriate to communicate directly with a judge in a court matter	Civil Dispute Resolution, Criminal Law and Procedure, Ethics and Professional Responsibility	
Dispute resolution	Ability to participate in a settlement negotiation of a simple commercial dispute, including in a mediation[1015]	Civil Dispute Resolution	**Alternative Dispute Resolution** (ADR) uses a *Role Play* [45%] for negotiation and mediation skills. Mediation offers immersive practice.
Commercial negotiation	Ability to participate in a negotiation of the terms of a simple contract[1016]	Contracts	In **ADR**, mediation and negotiation readiness is developed and assessed through the *Role Play* which also builds rapport skills and core micro-skills, including reframing and active listening.

[1013] The Court attendance element of this task is not a simulation.
[1014] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 57 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf. The Court attendance element of this task is not a simulation.
[1015] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, The Law Society of NSW, "Solicitor Capability Framework, 2025, 12 https://www.lawsociety.com.au/sites/default/files/2025-08/LS4645_CPD_CapabilityFramework_2025-08-29.pdf and Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered).
[1016] Andrew Pike email to Justice Payne dated 17 December 2025.

Drafting legal documents	(i) Ability to draft a simple contract[1017]	Contracts	*Current: Not taught or assessed.* In **Contracts**, students develop foundational contract-drafting skills through a *reflective writing* [45%] assessment requiring critical analysis of a real-world contract, applying legal principles to evaluate its structure, terms, and fairness.
	(ii) Ability to draft a client retainer agreement	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - understanding what is in a client retainer agreement and why[1018]
	(iii) Ability to draft a simple Summons or Statement of Claim[1019]	Civil Dispute Resolution	
Legal Research	(i) Ability to locate a provision in State/Territory and Federal legislation, and identify relevant Parliamentary materials and case law for that provision[1020]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course Embedded in **Fundamentals of Australian Law**, **Legal Analysis and Critique**, **Administrative Law**, and **Remedies**. In **Legal Analysis and Critique Research Report: [**40%] Direct

[1017] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf; Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December, 2025 to Justice Payne.
[1018] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[1019] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[1020] Ainslie Lamb, "A Response to the LPAB Discussion Paper on PLT Reform," 30 September 2025 (pages and paragraphs not numbered); Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			training in locating cases on law databases such as Westlaw and LexisNexis.
	(ii) Ability to locate leading authorities relevant to a legal issue[1021]	This could be addressed in any of the Priestley 11 subjects	Not required to be addressed in the capstone course
Ethics, Professional Responsibility and life as a lawyer	(i) Understand the nature of the legal profession –tradition, duties, obligations, and responsibilities to the court, clients, the profession and the community (including the provision of pro bono assistance)[1022]	Ethics and Professional Responsibility	Not required to be addressed in the capstone course. Critically new lawyers must "feel that they are part of something bigger than themselves – that is that they are part of a profession."[1023] A good understanding of the ethical obligations of lawyers is fundamental. This topic is one that straddles the academic and the practical; the academic subject prescribed by the Priestley 11 must be practical to be meaningful. It is on that understanding that the required ethical knowledge is not spelt out in detail here. The focus

[1021] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[1022] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [14]; Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

[1023] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.

			here is on particular practical ethical issues which merit reiteration in a PLT context. **Professional Responsibility and Legal Ethics** covers these via *Memoranda of Advice* and *Viva Voce* assessments.
	(ii) Ability to identify and address a possible conflict of interest	Ethics and Professional Responsibility	
	(iii) Understand appropriate methods of charging and billing for legal work	Ethics and Professional Responsibility	The practical skills and knowledge covered would include: - providing fee estimates; - time recording and, where used, the importance of accurately recording time.[1024] The precise mechanics of how firms ask their lawyers to record time[1025] – from computer recording of time lawyers switch on and off to hard copy – that has to follow admission.
	(iv) A basic knowledge of the principles relating to solicitors holding money on trust[1026]	Ethics and Professional Responsibility	

[1024] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[1025] Juliana Warner quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[1026] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 82 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf.

	(v) Knowledge of the mental health and substance abuse issues that disproportionately impact the legal profession	Ethics and Professional Responsibility	
	(vi) Exposure to techniques to build resilience, flexibility, an ability to deal with uncertainty,[1027] to adapt to change and to cope with stress[1028]	Ethics and Professional Responsibility	This could encompass issues of having a trauma-informed practice
	(vii) Knowledge of the nature of claims made against lawyers and of methods to manage risk[1029]	Ethics and Professional Responsibility	
	(viii) Understand the importance of continuous learning,[1030] curiosity,[1031] flexibility,[1032] humility, a desire to improve in knowledge and ability as a lawyer, responding constructively to feedback,[1033] being self-critical[1034] and having "a	Ethics and Professional Responsibility	

[1027] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT5; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[1028] he Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6; Juliana Warner, "Pre- and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century"(Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[1029] Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63].
[1030] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6.
[1031] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT6; Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[1032] Juliana Warner, "Pre-and Post-Admission Training: Educating a Practice-Ready Profession for the 21st Century" (Speech, Australian Legal Convention, 22 November 2025, 1-2 Australian Legal Convention 2025.
[1033] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.
[1034] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne.

	willingness to ask for help after first attempting to solve a problem"[1035]		
Responsible use of technology[1036]	Understand appropriate and ethical use, and limits, of AI and other technologies to serve the client's best interests, including the need to maintain confidentiality and security.[1037]	Ethics and Professional Responsibility	The ability to use basic computer systems such as Word/ Outlook/ PowerPoint etc goes without saying now **Property Law** includes E-conveyancing, which teaches the practical application of technology in modern legal practice. Subject coordinators permit the use of generative AI in assessments subject to clear conditions, including proper disclosure and referencing of AI use and the submission of a detailed research diary. These requirements ensure that generative AI is used appropriately and ethically, as a tool to support learning and refinement of students' own work rather than to

[1035] Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 14 https://online.flippingbook.com/view/77816287/.

[1036] The Law Society of NSW, "Future of Law and Innovation in the Profession' (Flip Report, 2017) https://www.lawsociety.com.au/sites/default/files/2018-03/1272952.pdf; Rob Lilley and Jim McMillan, "After Law school: A Critical Evaluation of Practical Legal Training in the Australian Context," (2024) 2 Western Australian Law Teachers' Review.

[1037] Anneka Ferguson, unnamed and unpaginated document attached to email dated 17 December 2025 to Justice Payne. Centre for the Future of the Legal Profession, "New skills for new suits: Preparing new lawyers for practice: Report of Think Tank discussions held on 20 October 2025" 9,11,12 https://online.flippingbook.com/view/77816287/; Letter dated 30 October 2025 from James Popple, Chief Executive Officer, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW and the Hon Justice Anthony Payne, Presiding Member, LPAB [63]; Letter dated 10 December 2025 from Juliana Warner, President, Law Council of Australia to the Hon. Andrew Bell, Chief Justice of NSW, 10 December, 2025, 2 ; Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT7.

			replace independent legal analysis.
Matters raised or considered but not included	Various further points have been raised and/or considered. The following are notable examples. However, we have to balance the desire to encompassing with the aims of identifying realistic and achievable knowledge and skills. We don't want to end up with a list as lengthy as the Competencies in Sch 2. We have not separately included Andrew Thorpe's 6 litigation philosophies (documents first, running your case, evidence, working with Counsel, preparation of witnesses and settlement)[1038] or costs orders.[1039] We cannot duplicate everything in the Priestly 11 here and cost should be covered there in Civil Dispute Resolution ('The cost of litigation and the use of cost to control litigation"). Not all lawyers do contentious work. Leadership skills.[1040] We think it would be a logistical challenge to require law schools/PLT providers to ensure that every student leads a collaborative task – and we		

[1038] Andrew Thorpe email to Justice Payne dated 8 December 2025 and attachment.
[1039] Andrew Thorpe quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4; Raeshell Staltare quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 6.
[1040] Peta Stevenson quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 2.

	are not sure every law student needs to enter the profession with leadership skills. Critical thinking and problem solving.[1041] These are obviously skills that lawyers need. Query if they necessarily need to be separately listed as they flow from the other skills and should also have been acquired during the course of the law degree. In the Ethics and Professional Responsibility entry, it was suggested we include: "Understand the importance of attestation, solicitors certificates and undertakings and the permissible use of documents obtained on subpoena or in discovery".[1042] These matters are important but it is getting too granular. In the Ethics and Professional Responsibility entry. we have deleted this row: "Ability to prepare written advice on a simple fact scenario raising ethical issues for a lawyer (including conflicts of interest and confidentiality)[1043] with correct references to applicable rules contained in the Legal Profession Uniform Law Australian Solicitors		

[1041] Comments from Christina Thackray provided as an attachment to an email from Wen-Ts'ai Lim dated 16 December 2025 to Justice Payne: CT2 (2).
[1042] Kymberlei Goodacre, quoted in "PLT reform working group #2: Lawyers basic abilities" 17 December 2025, 4.
[1043] Legal Profession Admission Board, "Discussion Paper on PLT Reform" 30 September 2025, 149 https://lpab.nsw.gov.au/documents/policy-documents/PLT_Discussion_Paper.pdf, Letter dated 29 October 2025 from Desi Vlahos, Course Leader, ACAP University College and Lara Jacques, General manager, ACAP University College to Justice Payne, 6.

	Conduct Rules 2025 and relevant case law". Thoe point was made in oral consultation that this was too high an expectation of a new solicitor, and the more important ability was being able to recognise an ethical problem. Sexual harassment and bullying. This is obviously a very important issue. But it is a general workplace issue, not one specific to lawyers. In that light, and taking account of the need not to crowd too much into this list, we have not included it. Different legal forms/entities. Query if should include a point about being able to advise clients about different types of legal form/entity that may be used to achieve certain ends. We are inclined to think it should not be included here, given it is a matter of substantive law covered in the Priestley 11 subjects of Company Law and Equity.		

Annexure G: Table of suggested legislative changes prepared by the Legal Services Council

Detailed table

This table has been prepared based on information about the recommended option for reform set out in the New South Wales Discussion Paper. We understand that the work on the recommended option continues to evolve and that this may affect the reforms that need to be considered. We would be pleased to provide an updated version at a later date.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
1.	**Law degrees to incorporate practical content/assessment**	**a. Content of the law course** **LACC documents** The Prescribed Academic Areas of Knowledge set out the required knowledge for a law student: • Criminal Law and Procedure • Torts • Contracts • Property • Equity • Company Law • Administrative Law • Federal and State Constitutional Law • Civil Dispute Resolution • Evidence • Ethics and Professional Responsibility.	**LACC documents** Consider amendments to Prescribed Academic Areas of Knowledge to include practical components. Consider amendments to the PLT Competency Standards to harmonise references to practical skills between the two stages of legal education. Consequential amendments would also be needed to other LACC documents that incorporate the Prescribed Academic Areas of Knowledge (e.g. the Model Admission Rules). **Uniform Admission Rules** Consider amendments to Schedule 1 to the Uniform Admission Rules to	**LACC documents** The Prescribed Academic Areas of Knowledge (and other LACC documents which incorporate or refer to them) can be amended by resolution by the LACC.[1044] It has been the practice of the LACC to consult nationally on any reforms, to support and maintain national consistency in the requirements for admission. The process for amending the PLT Competency Standards is the same. **Uniform Admission Rules** The Legal Services Council's

[1044] In recent years it has been the practice of the LACC and the Legal Services Council's Admissions Committee to work together on projects to maintain and promote national consistency in admissions matters. This means that consultation on any reforms may be undertaken jointly by the two Committees.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		For each of these areas, there are a number of subtopics that a student is expected to know. There is no reference to any practical skills. Practical skills required to be developed prior to admission are set out in the PLT Competency Standards for Entry Level Lawyers (**PLT Competency Standards**). **Uniform Law** The Prescribed Academic Areas of Knowledge form the basis of the specified academic qualifications prerequisite set out in rule 5 and Schedule 1 to the Uniform Admission Rules. The PLT Competency Standards form the basis of the specified PLT prerequisite set out in rule 6 and Schedule 2 to the Uniform Admission Rules.	include practical components. Consider amendments to Schedule 2 to the Uniform Admission Rules to harmonise references to practical skills between the two stages of legal education.	Admissions Committee develops amendments to the Uniform Admission Rules. Under ss 426 and 428 of the Uniform Law, the Committee must: • consult with the Chief Justices of the participating jurisdictions, the Legal Services Council, the Commissioner for Uniform Legal Services Regulation, and such of the Council's advisory committees and local regulatory authorities as the Council considers appropriate, for a minimum period of 30 days; and • with the approval of the Legal Services Council, release a draft of the proposed Admission Rules for public consultation and invite written submissions during a specified period of at least 30 days. The Committee must submit the proposed Rule to the Legal Services Council.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
				The Legal Services Council must then submit the proposed Rule to the Standing Committee for approval or veto within 30 days before it can make the Rule.
		b. Delivery of the law course **LACC documents** Law courses are accredited by the local state or territory admitting authority for the purpose of delivering the prescribed academic areas of knowledge. The LACC's Accreditation Standards for Australian Law Courses set out the minimum standards for accreditation of law courses. We understand that these are used in each state and territory. The Accreditation Standards for Australian Law Courses do not currently include any specific requirement to incorporate practical skills development or assessment in the delivery of law courses. The LACC and Admissions Committees are undertaking a review of the Standards, and it is possible that those amendments may result in the requirement for law courses to have a minimum number of hours of "direct interaction" and "active learning",	Consider amendments to the Accreditation Standards for Australian Law Courses to require law courses to incorporate a certain amount of practical skills development or assessment in the delivery of a law course. Consider amendments to the Accreditation Standards for Australian Law Courses to require elements of the prescribed academic areas of knowledge to be delivered at [a] certain stage of a law course (for example, a requirement for ethics and professional responsibility to be taught in the final semester of a law course). Unlikely that any amendment required to the Uniform Law or Uniform Admission Rules.	**LACC documents** The Accreditation Standards for Australian Law Courses can be amended by resolution the LACC. It has been the practice of the LACC to consult nationally on any reforms, to support and maintain national consistency in the requirements for admission.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		which would support skills development. **Uniform Law** Section 29 of the Uniform Law provides that the designated local regulatory authority (in New South Wales, the Legal Profession Admission Board) may accredit or reaccredit law courses or providers of practical legal training in accordance with the Admission Rules. Rule 7(1)(a) of the Uniform Admission Rules provides that the Board may accredit a law course for the purpose of providing the academic qualifications prerequisite specified in rule 5(1). Rule 7(2)(a) of the Uniform Admission Rules provides that the admitting authority must take into account any appraisal criteria for such courses or providers from time to time endorsed for use in other Australian jurisdictions. This is understood to include the Accreditation Standards for Australian Law Courses.		
2.	**Short capstone PLT program of 2-3 weeks duration, delivered in person**	**a. Content of a PLT course (including workplace experience)** **LACC documents** The current requirements for the content of a PLT program are set out in the following LACC documents. • PLT Competency Standards for	**LACC documents** Consider amending the PLT Competency Standards to: • redefine the competencies that are required for admission to the legal profession • remove references to "programmed training	**LACC documents** The identified LACC documents can be amended by resolution [of] the LACC. It has been the practice of the LACC to consult nationally on any reforms, to support and maintain national consistency in the

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		Entry Level Lawyers (**PLT Competency Standards**) – these primarily focus on the content of what is to be taught during PLT • Standards for PLT Workplace Experience – these expand upon the requirements of the PLT Competency Standards in respect of workplace experience. **Uniform Law** The PLT Competency Standards form the basis of the specified PLT prerequisite set out in rule 6 and Schedule 2 to the Uniform Admission Rules.	appropriate to a diploma that is equivalent to at least a Level 8 qualification under the Australian Qualifications Framework" and similar references, and allow credit to be given for workplace experience undertaken while completing a law course, prior to commencement of PLT (this would also need to be amended in the Standards for PLT Workplace Experience). As some PLT coursework is required for supervised legal training (**SLT**), consider any implications with respect to SLT coursework. Consequential amendments would also be needed to other LACC documents that incorporate the PLT Competency Standards (e.g. the Model Admission Rules). **Uniform Admission Rules** Consider amendments to Schedule 2 to the Uniform Admission Rules to: • redefine the competencies that are required for admission to the legal profession. • remove references to "programmed training appropriate to a diploma that is	requirements for admission. **Uniform Admission Rules** The Legal Services Council's Admissions Committee develops amendments to the Uniform Admission Rules. Under ss 426 and 428 of the Uniform Law, the Committee must: • consult with the Chief Justices of the participating jurisdictions, the Legal Services Council, the Commissioner for Uniform Legal Services Regulation, and such of the Council's advisory committees and local regulatory authorities as the Council considers appropriate, for a minimum period of 30 days; and • with the approval of the Legal Services Council, release a draft of the proposed Admission Rules for public consultation and invite written submissions during a specified period of at least 30 days.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
			equivalent to at least a Level 8 qualification under the Australian Qualifications Framework", and similar references, and allow credit to be given for workplace experience undertaken while completing a law course, prior to commencement of PLT (this would also need to be amended in the Standards for PLT Workplace Experience). Consideration may also need to be given to whether there is a need for any consequential amendments to supervised legal training (**SLT**) as a way to meet the PLT requirements (Schedule 3 to the Uniform Admission Rules).	The Committee must submit the proposed Rule to the Legal Services Council. The Legal Services Council must then submit the proposed Rule to the Standing Committee for approval or veto within 30 days before it can make the Rule.
		Delivery of a PLT course **LACC documents** PLT providers are accredited by the local state or territory admitting authority for the purpose of delivering PLT. The LACC's Uniform Standards for PLT Courses and Providers sets out the minimum standards for accreditation, which we understand are used in each state and territory. The Guiding Principles for Integrating Academic and PLT Courses set out	**LACC documents** Consider amendments to the Uniform Standards for PLT Courses and Providers to refine what is required for accreditation by an admitting authority, taking into account the amended curriculum. Any requirements for delivery methods (e.g. face to face and in person) should be incorporated here, as well as any specific requirements for assessments and resubmission of assessments.	**LACC documents** The identified LACC documents can be amended by resolution [of] the LACC. It has been the practice of the LACC to consult nationally on any reforms, to support and maintain national consistency in the requirements for admission[.]

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		information on how PLT can be integrated into the delivery of a law course **Uniform Law** Section 29 of the Uniform Law provides that the designated local regulatory authority (in New South Wales, the Legal Profession Admission Board) may accredit or reaccredit law courses or providers of practical legal training in accordance with the Admission Rules. Rule 7(1)(b) of the Uniform Admission Rules provides that the Board may accredit a provider of PLT for the purpose of providing the PLT prerequisite specified in rule 6(1). Rule 7(2)(a) of the Uniform Admission Rules provides that the admitting authority must take into account any appraisal criteria for such courses or providers from time to time endorsed for use in other Australian jurisdictions. This is understood include the Uniform Standards for PLT Courses and Providers.	Consider amendments to the Guiding Principles for Integrating Academic and PLT Courses to provide updated guidance on integrating PLT with a law course. **Uniform Law** Unlikely that any amendment required to the Uniform Law or Uniform Admission Rules.	
3.	**Additional post admission training in the first two years of practice**	**a. Restricted practice for new lawyers - supervision** Section 49(1) of the Uniform Law sets out that it is a statutory condition of an Australian practising certificate that the holder must engage in supervised legal	**Legal Profession Uniform Law** Consider whether an amendment is needed to the Uniform Law to include the requirement for additional early career training as a component of the statutory condition on a practising certificate for supervised practice, or	**Uniform Law** Any legislative amendments to the Uniform Law must be agreed by the three members of the Standing Committee. Clause 3.2.1. of the

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		practice for two years (or eighteen months if they completed SLT). Rule 37 of the Legal Profession Uniform Australian Solicitors' Conduct Rules 2015 provides that:"[a] solicitor with designated responsibility for a matter must exercise reasonable supervision over solicitors and all other employees engaged in the provision of the legal services for that matter." Some guidance on supervision is provided by regulators, although it varies by jurisdiction.[1045]	if this can be done through continuing professional development obligations (below). Consider whether the two-year period for supervised legal practice (or eighteen months if the admittee has completed supervised legal training) is sufficient in light of the reduced capstone PLT program. Any change to this period would require an amendment to the Uniform Law. Consider whether there is a need for a requirement for an attestation from the supervisor about the lawyer's competence to have the supervised legal practice condition removed. Consider interaction with s 49(3) of the Uniform Law, which provides that the statutory condition in s 49(1) does not apply to an Australian practising certificate with a condition that the holder is authorised to engage in legal practice as or in the manner of a barrister only. **Other guidance**	Intergovernmental Agreement in place between the three participating jurisdictions provides that decisions will be made unanimously. As host jurisdiction of the Uniform Law,[1046] the Victorian Parliament would need to pass the amending legislation, which would then be applied in each participating jurisdiction via the local Application Act.[1047] **Guidance** Guidance can be developed by regulators. There may be a role for the Legal Services Council to coordinate with the Uniform Law jurisdictions for consistency. **Other jurisdictions** Consider how non-Uniform Law jurisdictions could implement any equivalent amendment(s), to retain national consistency and reduce the risk of different

[1045] See for example: https://www.lawsociety.com.au/sites/default/files/2024-01/LS3549_LIC_SLP_QuickGuide_2023-12-19.pdf.
[1046] *Legal Profession Uniform Law,* s 5(2).
[1047] For example, *Legal Profession Uniform Law Application Act 2014* (NSW), s 4.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
			Consider whether there is a need for guidance on supervision, to support supervisors and supervisees. This could include supervision reports, structured training plans and performance assessments. This should be consistent across jurisdictions.	systems in place for training for early career lawyers.
		b. Requirement for additional CPD Section 52 of the Uniform Law provides that it is a statutory condition of an Australian practising certificate that the holder must comply with the applicable requirements of the CPD Rules. Under the Uniform Law scheme, there are separate CPD Rules for solicitors and barristers. Section 424 of the Uniform Law provides that CPD Rules may require Australian legal practitioners to comply with provisions for continuing professional development and may provide for any aspect of continuing professional development. In relation to post admission training, s 57 of the Uniform Law provides that the Uniform Rules may make provision with	**CPD Rules** Consider whether an amendment is needed to the CPD Rules to include a specific category or categories of training that must be undertaken by early career lawyers who are operating subject to a condition to engage only in supervised legal practice. **Uniform General Rules** Alternatively, consider an amendment to the Legal Profession Uniform General Rules to impose conditions on practising certificates in respect of further training after admission. **Delivery of training** Consider whether there should be a requirement for the regulator[1048] to accredit the CPD providers. Note that unlike Western Australia, New South	**CPD Rules** The Law Council of Australia and the Australian Bar Association have responsibility for developing CPD rules for solicitors and barristers, respectively. Development of the Rules requires: • consultation with the Legal Services Council, Commissioner for Uniform Legal Services Regulation and regulators under the Uniform Law scheme, for a minimum 30 days, and • with approval of the Legal Services Council, public consultation for a minimum of 30 days. The Legal Services Council may

[1048] In this case, the Law Society of New South Wales or New South Wales Bar Association.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
		respect to the following any aspect of Australian practising certificates, including their grant and renewal and the imposition of conditions including conditions restricting practising entitlement. It is possible that this could be considered as an alternative mechanism to impose requirements for post admission education. Section 53 of the Uniform Law provides that the regulator may impose discretionary conditions on an Australian practising certificate, but those conditions must be of a kind permitted by this Law or specified or described in the Uniform Rules for the purposes of this section. Rule 16 of the Legal Profession Uniform General Rules 2015 (**Uniform General Rules**) specifies the kind of conditions and includes conditions as to type of practice, legal education, particular arrangements concerning employment or supervision and other types of conditions. It appears that conditions under s 53 are intended to be applied on an individual basis and may not be appropriate for imposing conditions for all newly admitted lawyers.	Wales legislation does not explicitly provide for the regulator to accredit a person in relation to provision of particular legal education activity.[1049] Consider whether there is a need for guidance on the delivery of post-admission training for early career lawyers.	then submit the Rule(s) to the Standing Committee for approval or veto within 30 days, before making the Rule. **Uniform General Rules** Note that the process for amendment to the Legal Profession Uniform General Rules is similar to that for CPD Rules, but they are developed by the Council. **Legislative amendment – Accreditation** Possible amendment to the *Legal Profession Uniform Law Application Act 2014* (NSW), to provide a power to accredit CPD providers, with approval of the New South Wales Attorney General. This may require notice to be provided to the Legal Services Council in accordance with the provisions for discretionary Additional Jurisdictional Provisions in Part 5.2 of the Intergovernmental Agreement. For consistency across

[1049] See *Legal Profession Uniform Law Application Act 2022* (WA), s 125; Legal Profession Uniform Law Application (Accreditation) Rules 2022.

Element	Recommended option (NSW)	Current relevant requirements	Possible amendments	Implementation
				Uniform Law scheme[s], it may be preferable for a similar amendment to be pursued in Victoria also. **Other jurisdictions** Consider how non-Uniform Law jurisdictions could implement any equivalent amendment(s), to retain national consistency and reduce the risk of different systems in place for training for early career lawyers.
		c. Stricter qualification for trust account management It is commonly a condition of practising certificates in Uniform Law jurisdictions that the holder must complete a Practice Management Course (**PMC**) before being eligible to apply for the grant of, or variation to a principal of a law practice practising certificate (Uniform Law, s 53; Rule 16(b) of the Uniform General Rules). The requirements for PMC are managed by each regulator.[1050]	Consider whether the specific requirements developed by the regulators in relation to the PMC need to be amended to require additional content on trust accounting.	Relevant regulatory bodies (in NSW, the Law Society of NSW) to consider amendments to incorporate more content on trust accounts in approved PMCs.

[1050] For example, see https://www.lawsociety.com.au/practising-law-nsw/working-solicitor-nsw/managing-your-practice/practice-management-course.

Annexure H: Feedback on the Discussion Paper obtained at meetings

Following the release of the Discussion Paper on 30 September 2025 a number of meetings have taken place. A summary of these meetings is set out below.

Centre for the Future of Legal Profession

The Presiding Member met with representatives from the Centre for the Future of the Legal Profession (the Centre) on 13 October 2025. The Centre considered that judicial leadership would be essential to achieve buy-in from the legal profession on changes of the kind identified in the Discussion Paper.

Information session in Banco Court

A panel comprising The Hon. Andrew Bell AC, Chief Justice of NSW, The Hon. Justice Anthony Payne, Presiding Member of the LPAB, The Hon. Justice Jeremy Kirk, and Emeritus Professor Michael Quinlan attended an information and discussion session in the Banco Court of the Supreme Court of NSW on 5 November 2025. The session was live-streamed to enable attendance in addition to those able to attend in person. At this session the Chief Justice described the process which had been undertaken to date. Justice Kirk then explained the LPAB's preferred proposal as set out in the Discussion Paper. The panel then took questions. The Chief Justice then indicated that the LPAB would be open to receiving any additional feedback on the Discussion Paper if provided within the following two weeks.