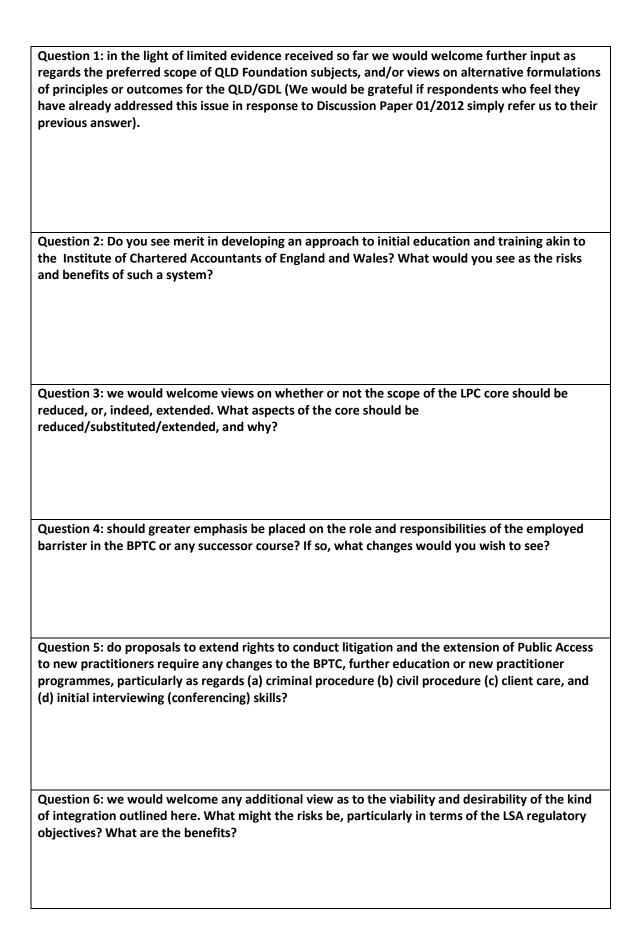
Response: LETR Discussion Paper 02/2012 (Key Issues II: Developing the Detail)

Name of responding person: Sarah E. Z. Martin	
Name of organisation (If responding on behalf of an organisation):	
Your named response will be published (but without contact details) on the LETR website unless you indicate to the contrary, below:	
wish my response to be published wholly anonymously	
DO NOT want my response to be published	
If you are willing to be contacted by the research team with respect to any of your responses below, please provide the following contact details	
Name (if different to above):	
Tel: 0797 4426156	
Email: sarahezmartin@mac.com	
Are you responding as a:	
Barrister	Licensed conveyancer
Barrister's clerk	X Other non-lawyer
BPTC/LPC student	Other provider of legal activities
BPTC/LPC tutor	Paralegal
Chartered legal executive	Practice manager
Claims manager	Registered foreign lawyer
Client/consumer of legal services	Regulated immigration adviser
CPD provider	Regulator of legal services
Law student (undergraduate)	Solicitor/Notary
Law teacher (school/FE)	Trade mark/patent attorney
Legal academic (university)	Trainee solicitor/Pupil barrister
Legal advice worker	Trainee legal executive
	Will writer



Question 7: We would welcome additional evidence as regards the quality of education and training and any significant perceived knowledge or skills gaps in relation to qualification for these other regulated professions.
Question 8: As a matter of principle, and as a means of assuring a baseline standard for the regulated sector, should the qualification point for unsupervised practice of reserved activities be set, for at least some part of the terminal ('day one competence') qualification at not less than graduate-equivalence(QCF/HEQF level 6), or does this set the bar too high?(Note: 'qualification' for these purposes could include assessment of supervised practice). What are the risks/benefits of setting the standard lower? If a lower standard is appropriate, do you have a view what that should be (eg, level 3, 4, etc)?
Question 9: Do you consider that current standards for paralegal qualifications are fragmented and complex? If so, would you favour the development of a clearer framework and more coordinated standards of paralegal education?
Question 10: If voluntary co-ordination (eg around NOS) is not achieved, would you favour bringing individual paralegal training fully within legal services regulation, or would you consider entity regulation of paralegals employed in regulated entities to be sufficient?

Question 11: Regarding ethics and values in the law curriculum, (assuming the Joint Announcement is retained) would stakeholders wish to see

(a) the status quo retained;
(b) a statement in the Joint Announcement of the need to develop knowledge and understanding of the relationship between morality and law and the values underpinning the legal system
(c) a statement in the Joint Announcement of the need to develop knowledge and understanding of the relationship between morality and law, the values underpinning the legal system, and the role of lawyers in relation to those values
(d) the addition of legal ethics as a specific Foundation of Legal Knowledge.
In terms of priority would stakeholders consider this a higher or lower prority than other additions/substitutions (eg the law of organisations or commercial law)?

Would you consider that a need to address in education and training the underlying values of law should extend to all authorised persons under the LSA?

Question 12: Do you agree the need for an overarching public interest test in assessing the aims and outcomes of LET? If so do you have any view as to the form it should take?

Question 13: we would welcome any observations you might wish to make as regards our summary/evaluation of the key issues (as laid out in paras. 127-31 of the Paper)

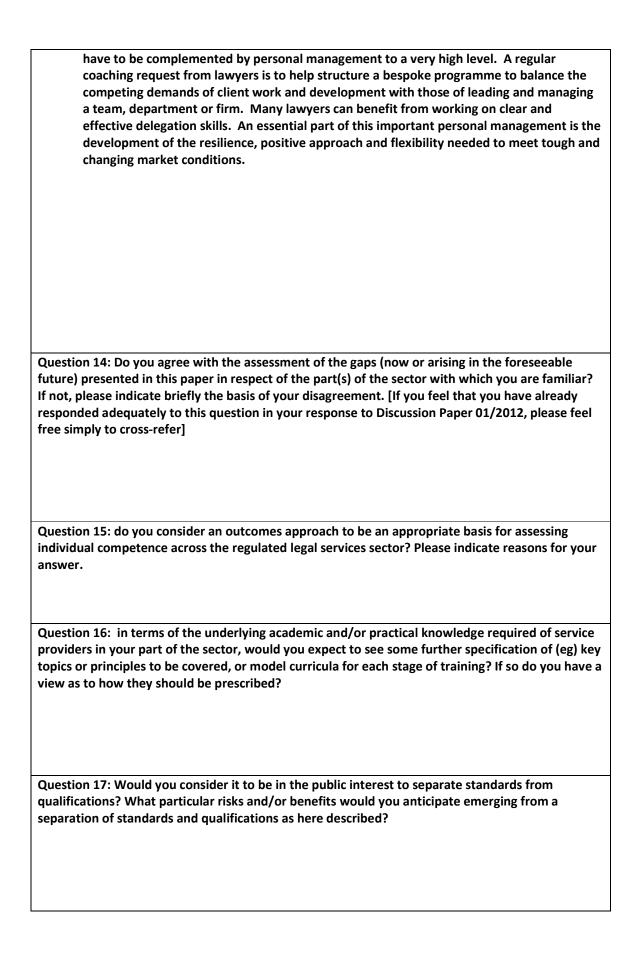
As an independent business coach to senior lawyers, former solicitor and in-house counsel, I offer the following responses on your key issues, based on my experience:

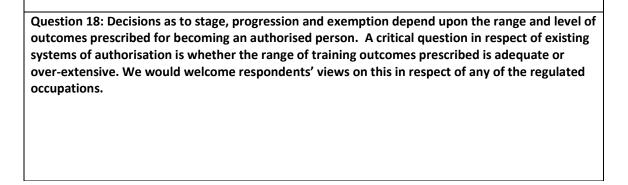
• General team management skills: Strengths and confidence.
I have found that helping lawyers to develop a clear awareness of their own strengths and those of their individual team members can greatly enhance their effectiveness in their professional life and the quality of their professional service to clients.
Individual and team coaching to identify and build on strengths can temper the natural disposition of many lawyers to be overly critical of themselves and their colleagues.
Lawyers are, quite rightly, trained to look for possible problems on behalf of their clients. In relation to their colleagues the emphasis can helpfully be reversed to create a focus on looking for their strengths and potential.

The importance of listening well and bringing emotional intelligence to bear on teamwork cannot be overstated.

I have found that many young lawyers, and particularly female lawyers benefit from coaching for confidence, helping them to find their voice amongst strong colleagues, with clients and in client development activities.

• <u>Individual management skills: Balance, resilience and flexibility.</u>
In the increasingly pressurized environment of legal practice the legal skills of an individual





Thank you very much for your contribution. Please now e-mailyourresponses to letrbox@letr.org.uk, putting 'Developing the Detail response 'in the subject line.