

Commission on Justice in Wales

Call for Evidence

This statement addresses principles viii and ix of the Commission's call for evidence:

viii. The provision of socially inclusive legal and vocational education and training in Wales which meets the needs of Wales, is cost effective and is at the forefront of equipping lawyers for modern day practice in a global market.

ix. The treatment of the English and Welsh languages on the basis of equality

These principles are addressed by reference to the following two questions:

- 1. To what extent do current university curriculum and vocational and professional development courses reflect the law in Wales and the need to deal with the digital revolution and how should they be further developed?**

The extent to which the current undergraduate and postgraduate curriculums reflect Welsh devolution, and plans for further development in this direction.

At undergraduate level, Dr. Hayley Roberts has developed and led on an optional module entitled "Y Gyfraith ar Waith", which was delivered for the first time during the current academic year. Practitioners were invited to the lectures to provide insight into the world of work in Wales, during which aspects of the devolution settlement in Wales were discussed at a practical level. Given the success of this module, a new optional module, 'Materion Cyfoes Cyfreithiol yn y Gymraeg', is being offered for 2018/19, developed by Dr. Hayley Roberts. Students will be given the opportunity to discuss current legal issues, including devolution, its relationship to federalism, and the impact on devolution owing to Brexit. The School also has an existing optional module on devolution, delivered in Welsh by Mrs Sarah Thomas-Morgan, which examines devolved law in Wales and parts of Europe.

These modules are delivered alongside a compulsory module for first year students in Public Law, which deals with the devolution settlement in Wales, and to a lesser extent Scotland and Northern Ireland, which is delivered by Dr. Sarah Nason.

As for the future, the Law School has suggested to the University's branch of the *Coleg Cymraeg Cenedlaethol* that a new module should be designed entitled "Welsh Citizenship". It is proposed that this should not be confined to Law students, as undergraduate students from the schools of Welsh, History and English have expressed an interest in getting involved. The proposed new module would offer students lectures in subjects such as Welsh devolution; Welsh history; Welsh legal history; Welsh law; Welsh literature and Welsh politics. The legal and political landscape in Wales is changing at an unprecedented pace and Bangor University Law School is seeking to address these changes by offering a module to ensure that students of the future are more informed as to their heritage, and current legal and political issues in order that they can take their place as "Welsh Citizens" in the new emerging Wales. The proposed module will sit alongside modules which are currently delivered in international law. The Law School is therefore seeking to ensure that its students are well grounded not only in Welsh devolution but also in devolution more globally.

Dr. Gwilym Owen is leading on this new initiative which has the support of the Bangor branch of the *Coleg Cymraeg Cenedlaethol*. It is hoped that, in time, this proposed new optional undergraduate module could be rolled at Masters' level as well.

Given that devolution has seen a huge increase in the demand for bilingual lawyers, the School offers a specialist LLB Law with Welsh degree, designed to foster Welsh language competency and to produce lawyers who are confident and capable of working through the medium of Welsh.

The balance between responding to the specific needs of Wales and educating students in the context of common law practice more generally

At Bangor Law School, we believe that it is important that students not only get a deep grounding in all major areas of the Common Law, but that they also gain a deep understanding of the legal and political aspects of a devolved administration, as well as having an international perspective. So far as the international perspective is concerned, we ensure that students take a Private Law, a Public Law, and an International Law module in two of the three years of their LLB law degree. Some students choose to take the international stream in all three years, which ensures that they have wide exposure not just in Common Law, but to civil and international legal policies and systems. This is vital in order to ensure that we produce graduates who have both an understanding and awareness of the fact that law is now often practised in a transnational legal environment, and that they should welcome opportunities that present themselves to them in their future career outside the strictly domestic context. Our aim is to produce graduates who are fit for both practice in England and Wales, as well as further afield.

This is reflected in the fact that we have 16 different LLB programmes and all of them, as well as the pure law LLB degree, have these national and international components to them. Whatever LLB a student takes, they will get this Welsh, UK and international exposure. The suite of programmes that we offer are:

- Business and Law BA
- English Law and French Law LLB
- Law LLB
- Law (2-Year Degree Scheme) LLB
- Law with Accounting and Finance LLB
- Law with Business Studies LLB
- Law with Chinese LLB
- Law with Creative Media Writing LLB
- Law with Criminology LLB

- Law with French (European Experience) LLB
- Law with German (European Experience) LLB
- Law with History LLB
- Law with Italian (European Experience) LLB
- Law with Media Studies LLB
- Law with Philosophy and Religion LLB
- Law with Social Policy LLB
- Law with Spanish (European Experience) LLB
- Y Gyfraith gyda'r Gymraeg (Law with Welsh) LLB

Of particular relevance is the LLB Law with Welsh, where we are aiming to produce future lawyers who are both linguistically competent in legal Welsh but have also had an international exposure in the law component of their degree, as well as exposure to devolved modules. In addition to the above, we cite below an example of our proposals to make our home students aware of practice outside of Wales, and not just common law jurisdictions.

The Double Degree in English Law and French Law is discussed in more detail in the answer provided to question 9 under the heading 'Law' below. However, it is mentioned here as an example of how we have to be careful in the context of the Double Degree in our approach to the teaching of Equity and Trusts to French students from a civil law background. It is challenging introducing French students to the split concept of the legal estate and beneficial ownership, in contrast to the unitary nature of *usufruct* under the French Civil Code.

This year, we offered the French students extra lectures to assist them. However, next year we intend to offer these extra sessions to all second year undergraduate equity and trusts students so that our home students can learn about different principles in a civil based

jurisdiction. Principles from our Roman Law module will be introduced to help facilitate the explanation.

International law will become even more relevant following Brexit; therefore, the School has developed a new international law module, led by three experts in international law: Dr. Alison Mawhinney (human rights), Dr. Tara Smith (international criminal law & humanitarian law), and Dr. Hayley Roberts (public international law & law of the sea). 'Current Legal Issues in International Law' gives students a fundamental understanding of subjects such as the relationship between domestic and international law, sources of international law, treaty negotiation, statehood, jurisdiction and immunity, and dispute resolution, before current issues in human rights, international criminal law, and the law of the sea are examined. Modules such as these give our students a broader appreciation of the law and the world around them, making them well-rounded lawyers, and many have ambitions to work for organisations at the international level.

The current thinking and potential new initiatives on the LLB curriculum in view of the move away from the qualifying law degree

We regard the move away from the QLD as a retrograde step in the sense that while we welcome the fact that graduates from other disciplines can move into the legal profession, and we have no problem with that, we do think that it is essential that all lawyers should have an accurate grounding in not just key Common Law subjects, but also key Civil Law subjects, such as European Union law, and International Law. If graduates do not have this exposure at university level, then they will not see opportunities for international careers within the legal field, operating out of Wales in the future.

We do recognise that the Law degree needs a greater skills component, and we welcome some of the initiatives in these areas, and will be redesigning our LLB to accommodate the SRA's plans. However, we have noticed some critical failures in the plans. For example, EU law is not an area which needs to be studied, and if Brexit continues to go ahead, a huge amount of UK law will continue to be based on EU law, and there is no doubt that ECJ jurisprudence will continue to be relevant, yet the plans for the new law degree do not

seem to have study of European law as a core component. This has been brought to the attention of the SRA, but there have been no positive developments in the area.

Dr. Hayley Roberts recently met with the SRA, as part of an expert panel convened by the Coleg Cymraeg Cenedlaethol, to discuss the proposed SQE's availability in Welsh. Although the SRA have no formal plans to offer the exam in Welsh medium, they are open to working with bodies like the CCC to try and do so. Their main concerns are (a) the consistency/integrity of the exam and (b) cost. Given that students integral part of their education/training, also in Welsh.

Secondly, we think that the LLB degree is a staid format, in the sense that many faculties are just offering the straight LLB Law degree and one or two variants. Whereas in Bangor, we have taken a different strategic approach, and over half of our undergraduate students study the LLB with a different discipline. For example, in Bangor candidates can study:

- Business and Law BA
- English Law and French Law LLB
- Law LLB
- Law (2-Year Degree Scheme) LLB
- Law with Accounting and Finance LLB
- Law with Business Studies LLB
- Law with Chinese LLB
- Law with Creative Media Writing LLB
- Law with Criminology LLB
- Law with French (European Experience) LLB
- Law with German (European Experience) LLB
- Law with History LLB

- Law with Italian (European Experience) LLB
- Law with Media Studies LLB
- Law with Philosophy and Religion LLB
- Law with Social Policy LLB
- Law with Spanish (European Experience) LLB
- Y Gyfraith gyda'r Gymraeg (Law with Welsh) LLB

This ensures that candidates have two major strings to their bow by the time that they graduate. In fact, over half of our students choose to study law with a different discipline, and it is clear that they are favoured in the employment market.

Another innovation that Bangor Law School is known for is our Double Degree LLB in English Law and French Law/ Masters I in International Law/ Masters I in International Business Law: under this programme that we have Developed with the University of Toulouse Capitole, students study for two years in one of the top Law schools in France, this is then followed by a further two years of study in Bangor Law School, whereby the students get an LLB in English Law and French Law from Bangor University and a Masters I in either International Law or International Business Law (depending on the modules that they have taken). This programmes innovativeness has been recognised by the conferral of an award to the programme in 2017 of the Robertson-Horsington prize by the Franco-British Lawyers Society, which recognised the transnational nature of the legal education provided by the degree, the innovative features of the programme, and the high attractiveness of the students to develop international practice careers.

We think that more of these programmes should now be encouraged, and we are now looking to develop a Double Masters programme, where just like with the undergraduate programme, candidates will be able to move freely between the common and civil law worlds, thereby opening up to candidates the possibility of developing niche legal practice in Wales, in areas where the domestic legal sector is currently not providing any, or very little,

current provision. For example, in areas such as intellectual property law, public procurement law, law of the sea, etc. These are all areas that are ripe for niche legal practices to develop in which Wales can develop a more robust legal sector that is not subject to the variants of low price driven competition, as is the challenge facing most domestic practices in Wales at present.

The plans for redesign of the curriculum in light of the rise of technology-driven technology-driven legal practice, and the digital revolution and the advent of artificial intelligence

We have no current plans to re-design the curriculum, due to current restructuring within the University, which has cut resources available to us, but we absolutely agree that it is essential that this forms a part of the LLB redesign, which we will be re-designing over the next year. We recognise that with the digital revolution, the advent of artificial intelligence, and the advantages and challenges from technology-driven legal practice, it is vital that candidates are given exposure at University level to the acquisition of data management skills, and how data management can be used in litigation strategy etc. There is no doubt that with the advent of developments of things like 'smart contracts' that many areas of current legal practice will be done autonomously with computers, and the graduate of the future needs to capitalise on this challenge, and take advantage of it, rather than be rendered obsolete by these technological developments.

Therefore, while we have no initiatives in place at the moment, we are certainly giving it some very serious thought and will be looking to the University to provide us with resource to meet this challenge and strengthen the LLB offering by incorporating these elements into it.

Information on career paths of graduates, with particular reference to Wales.

We conducted a survey a few years ago and established that approximately one third of our graduates enter the profession, with two thirds pursuing non-traditional legal careers. This survey needs updating, but it made us realise that we needed to cater more for students with career aspirations outside of the profession. Also, employers told us that we needed to

place more emphasis on commercially based subjects to make our students more attractive in the employment market.

In response to these observations, we made Company Law a compulsory third module. We also redesigned our annual Law Fair to attract potential employers from outside of the traditional profession. For instance, North Wales Police are now regular exhibitors along with the Association of Magistrates' Clerks and the Probation Service. We have also had Law costs draftsmen attend together with National Westminster Bank; an in-house solicitor from Barclays Bank; a firm of marine insurers, and Gwynedd Council.

Students have asked us to seek out more employers working within international law, and we hope to have more international organisations at the next Law Fair.

By way of example, in response to the need to attract more commercially based firms we have managed to get the following firms to attend over the years: Norton Rose; Hugh James; and Knights.

We can point to our graduates having secured employment in Wales within North Wales Police, Gwynedd Council (legal and non-legally based jobs); National Westminster Bank and Santander. Others have gone on to train as accountants and have secured employment locally as accountants. Some have gone on to train as teachers and are now employed as such. Other students have gone on to do PhDs and are now pursuing academic careers in Wales and beyond.

As for students who have chosen to pursue traditional legal careers, we are a relatively young law school but we can point to several students who have gone on to obtain training contracts and are now employed as solicitors in local firms as well as in England. We have just heard that one of our students qualified as a solicitor with Addleshaws last March and is now an Associate with the firm in their Manchester office. Another is an Associate with Kuits in Manchester, and another is a qualified solicitor with Welsh Government.

As for careers at the bar, we have had two of our students go on to secure scholarships at the Inns of Court and have gone on to qualify as barristers and secure tenancies at chambers in Nottingham and Northampton. A current student has just heard that she has been awarded a scholarship to study for the bar by Lincoln's Inn.

The nature, scale and future plans for practical engagement with the local profession (a) at undergraduate and postgraduate levels, for example through clinical legal education, and (b) in terms of continuing professional education

Whereas we have engaged with the local profession in terms of CPD, and would like to do more, the reality is that with the demands of the REF and increasing administrative burdens being placed on academic staff, we simply do not have the resources to do more. The Law Commission attended the University last October to consult concerning its proposals for law reform in respect of changes to wills. Members of the profession were present and we offered CPD points on that occasion.

We do offer a range of programmes that would allow local practices to acquire new knowledge in order to develop new areas of business e.g. Intellectual Property Law; Public Procurement Law; Human Rights Law; Environmental Law, etc. However, we find that there does not appear to be interest in availing of this intellectual resource provision among the domestic legal industry. We would welcome any initiative that would change this situation.

The current scope of, and future potential for, coordinated approaches and partnership working between the Welsh Law Schools

This is a difficult issue because all of the Welsh Law Schools are competitors with each other; we compete for resources, staff, etc. so there is currently not a collaborative environment in existence. Yes, there is some collaboration in terms of joint offering of Welsh-medium provision over video links, but really, there is not very deep collaboration between the Welsh Law Schools (in terms of offering joint programmes, because we are all competing for students against each other) because the model that is set up is one that incentivises us to compete with each other, rather than collaborate with each other.

On the research front, there can be collaboration, as often it is more attractive to submit a research bid where there is collaboration and there have been some examples.

It would be good if conditions were amenable to collaboration, but currently we are all competing on the Research Excellence Framework, the Teaching Excellence Framework, and we are competing in terms of establishing our own individual brands and attracting students.

Plans for helping the Welsh legal sector maximise its economic potential, not least in the realm of commercial law

Helping the Welsh legal sector is a key aim of Bangor Law School, by producing LLB graduates who see the economic potential in the broad field of Commercial Law. We realised at an early stage that graduates are targeting law careers that are largely non-remunerative areas, and where there are unsustainable career paths, such as Criminal Law. What we have done is successfully re-orientate many of the students away towards far more sustainable career paths, particularly in the field of Commercial Law. We have done this by:

i. We have made Company Law a compulsory subject in the LLB law degree- not having this as a compulsory subject is a major weakness in many LLB programmes. This has produced many interesting programmes, because it has opened up candidate's eyes to a wide range of careers in the Commercial Law Field (so we encourage a candidate who, for example, is interested in being a Criminal lawyer, to also consider white collar crime, fraud, insolvency, as areas of interest for future career development).

ii. We also offer a very well developed suite of Masters that are focused on Commercial Law. These are designed not only to enhance the knowledge of students in major Commercial Law fields, but also to make that attractive to employers. For example, we offer LLM programmes in unique areas that are not found elsewhere, areas such as Public Procurement Law, Maritime Law/ Law of the Sea, Law & Banking, etc. We also offer an MBA with Banking and Business Law, which students are eligible to apply for:

- International Commercial and Business Law *LLM*
- International Criminal Law and International Human Rights Law *LLM*
- International Intellectual Property Law *LLM*
- International Law *LLM*
- Law *LLM*
- Law and Banking *LLM*
- Law and Criminology *LLM*
- Law of the Sea
- Maritime Law *LLM*
- Procurement Law, Strategy and Practice by Distance Learning *LLM*
- Public Procurement Law and Strategy *LLM*

Intellectual Property Law is also a very popular subject at both undergraduate and postgraduate level, as is Commercial Law. However, we are not able to offer a wide range of Commercial Law subjects at undergraduate level, simply because it is difficult to attract, and retain Commercial Law specialists who are in great demand at the bar, and also by the larger English law faculties who are able to offer them far more advantageous research conditions without having to undertake teaching obligations.

iii Over the years, we have attracted large commercial firms to the Law Fair, e.g. Norton Rose; Hugh James; Addleshaw Goddards and Knighrs.

The legal teaching and research capabilities for responding to (a)

Brexit and (b) possible changes to the jurisdictional arrangements for Wales.

The Law School has taken a keen interest in Brexit, and we have a strong European Law team here at our Institute for Competition and Procurement Studies.

The Law School has been awarded an Impact Acceleration grant to examine the impact of Brexit on the public procurement field, and we have engaged with a wide range of

stakeholders to increase their levels of awareness of both our research, and the challenges that Brexit will bring.

Brexit will bring about considerable jurisdictional problems for Wales, not least being able to protect and promote its interests during Brexit negotiations. One of the most current pressing issues is the EU Withdrawal Bill, which would see powers currently held by the EU related to devolved policy areas – such as fisheries, environment and agriculture – returned initially to Westminster rather than direct to Cardiff (and Holyrood and Stormont). It remains to be seen how and when (and if) these would be devolved to Wales, and in which frameworks will they operate.

2. What is the current provision for the Welsh language within the justice system and legal education in Wales? How should Welsh language provision within the justice system and legal education be improved?

The current provision of Welsh medium legal education and the future plans in this regard

Currently, the School offers Welsh medium provision in each of the QLD modules, and offers a number of Welsh medium optional modules as outlined above. The Law with Welsh LLB is also offered.

To further support the students, the School has led on a vital project funded by the *Coleg Cymraeg Cenedlaethol*, which will see the publication of a number of Welsh medium textbooks on QLD subjects. The School has been awarded over £91,000 to develop the textbook series, and the first, seminal book on public law was published last year, written by Keith Bush QC. The next titles on Contract Law and Equity and Trusts are currently underway.

Future plans:

We have been offered £32,000 per annum by the Coleg Cymraeg Cenedlaethol over for the next five years on the condition that our Welsh Medium numbers and provision are sustained. We have made the following suggestions to the Coleg Cymraeg Cenedlaethol as to how it is

2018/19

Students' Career Development: £2,500

This money will be allocated to support Welsh medium students in attaining internships, and also assisting them with transport and accommodation costs. This will be particularly useful for students obtaining internships with institutions in Cardiff or London, where the costs of undertaking a period of unpaid work can be prohibitive. For example, two internships in London with Hywel Williams MP will be advertised to our students in the coming months.

Law Fair: £500

These funds will allow the School to invite more employers to the annual Law Fair, namely those that would be of interest for Welsh medium students. For example, the Welsh Language Commissioner or translation services. The allocation will contribute towards these employers' travel and subsistence costs of attending the event.

Conference Fund: £1500

This money would be allocated for staff members to attend conferences (travel, accommodation, conference fees, etc.), where they are giving a paper with a Welsh element. For example, Dr. Gwilym Owen presented a paper on Welsh Law at the Harvard University Celtic Colloquium in October 2017. The research presented is fed back into student teaching, and there may be opportunities for students to assist with the research where appropriate.

Teaching Assistant/Tutor: £27,500 (£20,000 gross salary, plus contributions)

The bulk of the money will be used to finance a Teaching Assistant post to support the Law School's Welsh medium provision and activities. An advertisement will be made as soon as possible for a September 2018 start. Duties would include:

- Supporting Welsh medium workshops and tutorials in core modules
- Delivering seminars on Welsh medium optional modules
- Welsh medium recruitment activities, for example, visiting Welsh medium schools
- Acting as a personal tutor for Welsh medium students

The current doctoral student provision, including reference to Welsh subject-matter

Bangor has a very strong doctoral programme- in both 2014 and 2015, Bangor Law School produced the highest number of PhD's of any faculty in Bangor University, with the crescendo being reached in 2015, when we graduated no fewer than 17 PhD students, and 14 in 2014.

Due to resource constraints, we have had to downsize the programme, but annually we have around 25 active students on the programme, and we have several staff members who are available to supervise students on Welsh subject matter. One of our recent candidates, Dr Huw Pritchard, graduated with a PhD which focused on devolved administrative tribunals in Wales and their implications for the devolution of justice functions to Wales.

A big problem with getting students to undertake Welsh subject matter PhD's is the fact that it seems to only be of interest to students who are destined for an academic career and furthermore, there are funding constraints. This is a matter which should be urgently addressed. because there are several pressing issues surrounding devolution which need to be addressed at a PhD level, which would make a contribution to developing a Welsh law library, as well as developing expertise that can be transferred not only into Welsh University's, but also into Welsh Government thinking, and law firms.

New Solicitor's Qualification Exam

1. The Solicitor's Regulation Authority (SRA) has proposed a new route to qualification, which would replace the current Legal Practice Course (LPC). The new Solicitors Qualifying Examination (SQE) will consist of a number of written and oral examinations, taken in two stages. It is important that candidates be given the opportunity to sit the exam in the Welsh language, and that the exam suitably covers areas of Welsh law.

2. Many students currently studying law degrees in Wales are doing so through the medium of Welsh. This provides that they take modules and classes in Welsh and are also assessed in Welsh. In fact, some students study their entire degree through the medium of Welsh. For universities in Wales, offering this provision is a statutory duty as they must comply with the Welsh Language (Wales) Measure 2011. Requiring some candidates to take examinations in a language in which they may not have received much or any of their education is not a fair assessment and does not 'promote fairer access to the profession for people from all backgrounds.'¹ In the same sense, an English-only examination would not provide 'socially inclusive legal and vocational education and training in Wales which meets the need of Wales.'²

It may be that if the examination was offered only in English, students who may have opted to undertake their studies in Welsh and in Wales would instead choose to do so either in the English language or at a University in England, in order to better prepare for the exam. This would not maximise the 'prosperity of Wales'³ and may ultimately affect the number of students choosing to study law in Welsh and in Wales, and the number of solicitors choosing to practice in Welsh and in Wales.

3. Following qualification, many candidates will go on to conduct their professional career in Welsh. Amongst other things, they will be required to give legal advice to clients in Welsh, conduct interviews and complete paperwork in Welsh, and may represent clients in court in Welsh. In the interests of competency and effective justice, it is vital that candidates are examined on their ability to do this to an appropriate standard. The SRA has stated that one of its aims is to develop policy that ensures individuals have the right knowledge and skills when they enter the profession.⁴ Linguistic competence is an important skill that must also be assessed, particularly in a jurisdiction in which there is more than one official language.⁵

¹ <https://www.sra.org.uk/sra/policy/training-for-tomorrow/SQE-Blog/How-will-the-Solicitors-Qualifying-Examination-benefit-the-legal-sector.page>.

² Commission on Justice in Wales, Call for Evidence, 2.

³ Ibid, 1.

⁴ Solicitors Regulation Authority, 'A new route to qualification: the Solicitors Qualifying Examination', A consultation summary (October 2016) 3.

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http://www.legalservicesboard.org.uk/what_we_do/regulation/pdf/2018/SQE_Submission_Thomas_Watkin.pdf.

To give some examples, our past students who undertook their legal education in Welsh have gone on to (bilingual) legal careers at Aaron & Partners; Bangor University; Cardiff University; Conwy County Borough Council; Gamlins Solicitors; Guthrie Jones & Jones; Howell Jones & Company; Hugh James; Gareth Griffith & Company; Gwynedd County Council; Natural Resources Wales; Parry Davies, Clwyd-Jones a Lloyd LLP; the Older People's Commissioner for Wales; Swayne Johnson Solicitors; the Welsh Government; and the Welsh Language Commissioner.

Equally as important is that the examinations must cover areas of devolved law and divergent Welsh and English law. Competent solicitors working in Wales should be able to interpret and apply Welsh statute law. Indeed, the Commission recognises this and aims to ensure that 'jurisdictional arrangements and legal education address and reflect [...] distinct issues that arise in Wales.'

The SRA notes that the new assessment will 'guarantee' high standards.⁶ This will not be the case if candidates who intend on practising in Welsh are not examined on their ability to deliver services in that language, and if candidates who intend on practising in Wales are not examined on their understanding and application of Welsh statute law. Legal vocational education and training must meet 'the need of Wales', as identified by the Commission.⁷

4. The aforementioned Welsh Language (Wales) Measure 2011 gives the Welsh language official status in Wales. Given that other regulators which operate in Wales are part of the Measure's schedules, there is no reason why the SRA should be exempt. The Commission recognises that the Welsh and English languages should be treated equally.⁸

5. Consideration should also be given to the geographical location of the examination centre(s) in Wales, to ensure that students from across the country have reasonable access to sitting the exam in the language of their choice.

⁶ <https://www.sra.org.uk/sra/news/press/sqe-ensure-high-consistent-standards.page>.

⁷ Commission on Justice in Wales, Call for Evidence, 2.

⁸ Ibid.

6. For an excellent overview of many of these points, we would refer the Commission to the letters submitted by David Dixon⁹ and Professor Thomas Watkin¹⁰ to the Legal Studies Board in March 2018. Given that the Commission seeks to ground its recommendations based on ‘the treatment of the English and Welsh language on a basis of equality’, we would ask the Commission to give due consideration to this matter in its review of the justice system in Wales.

Professor Dermot Cahill

Dr. Hayley Roberts

Dr. John Gwilym Owen

Bangor Law School

28 June 2018

⁹ http://www.legalservicesboard.org.uk/what_we_do/regulation/pdf/2018/SQE_submission_-_David_Dixon.pdf.

¹⁰ http://www.legalservicesboard.org.uk/what_we_do/regulation/pdf/2018/SQE_Submission_Thomas_Watkin.pdf.