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Law School Pro Bono and Clinic Report 2020

LawWorks and
CLEO (Clinical Legal Education Organisation)

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Foreword

I am delighted to introduce this valuable report which includes in-depth research on the important contribution that law schools and law students across the country are making to access to justice. When I first studied law (Scots law) in the early 1970's, it was a highly academic and segmented discipline in universities, with little opportunity to see how law applied in the real world. How things have changed – it is heartening to see that student pro bono has now become the norm rather than the exception at UK universities and law schools.

Through our work with law schools, LawWorks aims to instil the ethos of pro bono in all lawyers right from the start of their training, and to encourage a life-long commitment to using the law as an instrument for positive change. I hope that today's students will carry their enthusiasm for pro bono with them through to qualification and onwards to become ambassadors for pro bono in the legal profession. Of course, not everyone who studies or trains in law ends up in practice. However, an educational experience that combines legal knowledge, practical learning, people skills and a professional service ethic of helping people to deal with the justice system, provides a valuable grounding for so many other public, voluntary and private sector careers.

The Law School Pro Bono and Clinic Report provides a 'deep dive' into law schools' current pro bono programmes, and looks at how student pro bono has developed in recent years. A key finding is that pro bono activity in law schools continues to grow, with nearly all responding

law schools reporting that they offer pro bono opportunities. The report also looks at the student experience, as for the first time LawWorks have run a survey for students also. Finally, the report addresses new developments in the legal education and training landscape, such as LegalTech and the impending Solicitors Qualifying Exam (SQE).

We are pleased to be able to collaborate with CLEO – the Clinical Legal Education Organisation¹ – in producing this report. Particular thanks and congratulations go to our university colleagues across the country for their valuable contributions, to LawWorks staff for the research and analysis and to LexisNexis for their support with production and layout.

The Covid-19 pandemic has made this a challenging time to undertake this research and for student pro bono projects to operate and develop. However, it is clear from this report that the pro bono work being done by law students across the country continues to play a significant role in the delivery of free advice to those in need. Through their work, the values embedded in the rule of law become real. I commend them all for their efforts and the leadership that law schools, and law teachers, have demonstrated in making it possible.

Alasdair Douglas, Chair of LawWorks

Executive summary



This report contains the findings of two online surveys carried out by LawWorks into pro bono activity and trends in law schools. There were two separate surveys, one for law schools, and one for individual law students.

Key findings on the current state of pro bono are that:

- Over 3,000 students took part in pro bono programmes over the 2019-20 academic year. We are confident that the number of students doing pro bono work is significantly more than captured by the survey.
- Of 78 law schools that responded to the survey, all but one offer pro bono opportunities and 90% of respondents said the range of their pro bono work had increased.
- 75% of respondent law schools said that their pro bono offer included generalist advice and/or generalist advice with casework; 68% said that they ran Streetlaw/public legal education projects.
- Employment (79%), family (70%) and housing (67%) were the main areas of law covered by law school clinics.
- Partnership was much in evidence, with 72% saying they worked with private practice, 63% with local Citizens Advice and 45% with Law Centres.
- Whilst educational value, skills and employability ranked highly in both surveys as reasons for undertaking pro bono, so did social justice. Responses to our student survey evidenced a real enthusiasm for pro bono amongst students.
- 421 students responded to the student survey; the results demonstrated that for students pro bono is as much about helping others as it is about enhancing legal skills and employability.
- Covid-19 has had an impact on student pro bono but increasingly law schools and students are embracing new technology to adapt and develop their services and projects.

Background

LawWorks encourages the involvement of law schools and their students in pro bono activity. We believe strongly in the importance of an enduring pro bono culture amongst law students and law schools.

Our work with law schools has included: our annual student pro bono awards, student conferences and events and we have recently produced a set of online pro bono clinic induction resources for students.ⁱ LawWorks has assisted over 70 law schools in the UK, helping with project ideas for developing and supporting their legal advice clinics. We also work closely with the Clinical Legal Education Organisation (CLEO), including running a number of joint workshops and have contributed to the Clinical Legal Education Handbook.ⁱⁱⁱ

The introduction of ‘clinics’ into legal education institutions is not a new phenomenon – the clinical legal education movement can be traced back to the 1930s (in the USA).^{iv} In the UK, the first law clinic was launched in 1970 and it is over twenty years since the (then) College of Law announced that it planned to establish a nationwide network of free legal advice clinics. As LawWorks’ periodic surveys demonstrate, the scale of law school clinic activity has grown significantly over the past two decades.

Undertaking periodic surveys has been a strand of our work with law schools so that we can better understand the types of pro bono activity and how best to support them. The aim is to provide a clear picture of the nature and extent of pro bono and clinical legal education provision in UK law schools, whilst at the same time appreciating contexts in which these programmes operate.

Alongside the operation of legal clinics, law schools also support a wide range of public legal

education (PLE) and volunteering initiatives, which we also seek to capture in our report, whilst recognising that projects such as Streetlaw (legal literacy and awareness classes/information sessions offered to the community on a range of rights and responsibilities) and other forms of PLE require a different approach to management and supervision as compared with live-client advice and representation.

In 2000 LawWorks commissioned our first report on law schools pro bono activity. Of 81 institutions contacted: 73 responded, 41% reported they were offering or undertaking pro bono activity, while a further 19 institutions stated that such work was planned.^v This was followed up in 2003 with a further survey in which 76 institutions were contacted: 56 responded, with 41% of respondents reported that they undertook pro bono activity and a further 42% indicated that they were considering running pro bono schemes sometime in the future.^{vi}

Whilst both surveys looked at the context, neither examined the educational aspects of pro bono activity, for example, the extent to which it was integrated within the curriculum. A further survey of pro bono provision in law schools was undertaken in 2005, in part to identify those institutions expressing the need for support in establishing a pro bono programme. In that survey: 95 institutions were approached with 46% of all law schools (i.e. 53% of respondents) declaring themselves to be active in pro bono work. A further 12% of law schools said that they intended to get involved in pro bono the following academic year.^{vii}

The next periodic survey was undertaken 2010; survey responses were received from 67% of all law schools, of which 91% reported either

undertaking pro bono work or providing pro bono opportunities.

In 2014 we undertook our next survey. Survey responses were received from 80 law schools representing 81% of the institutions surveyed. Of those that responded to the survey, 96% reported doing pro bono work. The 2014 survey also revealed a greater range and number of pro

bono clinics in UK law schools compared with previous years, including: Streetlaw and other awareness-raising programmes at 67 law schools, generalist advice clinics at 45 law schools, specialist advice clinics at 32 law schools, 21 miscarriage of justice (Innocence) projects and 41 law schools offering placements (e.g., of not-for-profit organisations).^{viii}

Recent developments

There have been important developments in pro bono, legal education and the wider legal landscape since LawWorks last published a report in 2014, including new entrants into the legal education and training sector.

2014 was also the first year the Legal Aid, Sentencing and Punishment of Offenders (LASPO) Act came into effect, and the impact of these reforms over subsequent years has been significant, as sources of publicly funded free legal advice have been scaled back.

The regulatory context for legal education and clinics has also evolved since 2014 – regulators have been making significant changes since the 2013 Legal Education and Training Review (LETR), which recommended a complete overhaul of both solicitor and barrister qualification routes, amidst an ongoing debate about the costs of legal qualification (including the impact of tuition fees) and the diversity of the profession.

From next year, the Solicitors Regulation Authority (SRA) will be introducing the new Solicitors Qualifying Exam (SQE), with the potential for some “qualifying work experience” to be carried out in clinics.^x

Another important development in recent years has been the growth of ‘LegalTech’ and digital tools which are revolutionising the way that students learn and the way that legal services are delivered. Law schools have been quick to embrace the opportunities, recognising that tech skills – in the areas of using online platforms for casework and research, digital communication and collaboration, data science and statistics – all need to be part of future practitioners’ toolkits. Several institutions have incorporated legal technology, innovation and design modules into both law degree and practitioner qualifications.

Finally, of course, there has been the impact of the Covid-19 pandemic, coming in the second semester of the last academic year and running into the current academic year. This has been a hugely challenging time for all law schools, staff and students but also a catalyst for innovation and development.

In light of experience since undertaking our last survey, we reviewed our approach to data collection and revised our survey questionnaire to take these considerations into account.



Methodology and data collection

A similar methodology to that used in previous surveys was adopted but reviewed and refreshed in light of our experience and previous reports.

LawWorks ran two surveys between May and September 2020 for law schools throughout the UK, one for staff and one for students. For the staff survey we aimed to contact, via the Departmental Head or Dean's office, all institutions in the UK with law degree programmes or offering vocational programmes for would-be legal practice professionals, with the goal of eliciting one survey response for each institution. From the UCAS website, 120 institutions were identified in all. For two national institutions/providers with multiple sites/campuses in different regions (namely BPP and the University of Law), we allowed a separate response from each key site, recognising that there may be varying pro bono and clinical provision managed autonomously at each key centre.

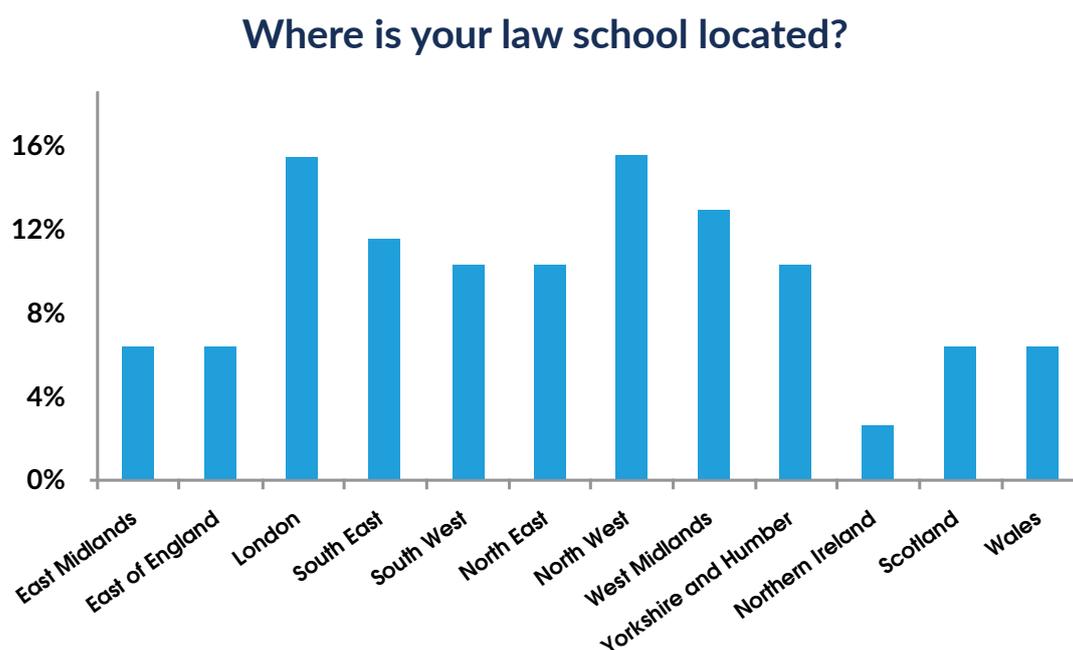
Seventy-eight responses were received in all, although a number were incomplete. The majority of respondents were academic/clinical legal education leads at each institution, or those in clinic project management or administrator roles, whilst some were practitioners working with law school clinics.

In addition to specific questions, a number of questions were left as open text boxes to allow further information to be gathered. The survey asked about clinic activity and also other forms of volunteering programmes for law students such as PLE activities. Anonymity of response was guaranteed, so we are unable to specify which institutions responded, although we include a breakdown of the number of responses by region.

Overall the highest number of responses were received from institutions based in London (15% of responses) and the North West (15% of responses), followed by the West Midlands and the South-East. Law schools from Scotland, Wales and Northern Ireland also accounted for 15%.



Figure 1: Geographical representation of respondent law schools (Staff survey Q3)



In addition to the staff survey, a separate survey was designed for students to capture their experience, which we promoted via student law societies. There were 421 separate responses.

This was the first occasion that LawWorks have run a national survey for students, so there is no comparable past data. The law schools (staff) survey suggests that at least 3,077 students had engaged with pro bono programmes during the 2019-2020 academic year, so we have treated the number of students who responded as a robust sample. A third of respondents were third year undergraduates; the highest number of responses (28%) came from the West Midlands. Given this was a voluntary survey for students and also the geographical skew, the results may not be entirely representative, so some caution is merited in drawing conclusions about the student experience.

Finally, there are points at which we refer, or cross reference, to other data we hold

about law school clinics that participate in the LawWorks Clinics Network. Using our data to better understand what is taking place in law school clinics is something that we strive to do continuously. In 2019, for example, we presented a paper on *“Impacting Justice: The contribution of clinical legal education and law school clinics to pro bono and access to justice in England and Wales”* to the Conference of the European Network of Clinical Legal Education (together with the International Journal of Clinical Legal Education).^{xii}

Given differences between the questions asked in this and previous surveys and different response rates (compounded by a significant number of skipped responses to some questions in the staff survey), in this report we are cautious about comparisons with past data, or drawing too many specific conclusions by reference to previous reports. Nevertheless, some important overall trends and patterns about law schools’ pro bono activities can be observed.

Survey findings and analysis

Our aim was to achieve a response level of over 90 law schools for the staff survey and over 500 responses for the student survey. Whilst we may not have achieved quite the level of responses that we had hoped for from either survey, the pressures and disruptions that Covid-19 placed on legal education institutions and campuses when the surveys were circulated may explain this.

Nonetheless, a significant number of responses were obtained and the trends revealed are broadly consistent with findings from our previous law school pro bono and clinic reports. Both the staff and student surveys are reproduced as Appendices.

Law schools and pro bono activity

Of the 78 respondents to the staff law schools survey, 77 stated that they carried out pro bono work and only one respondent said that they did not (Q 1). The question we asked was “Does your law school currently offer pro bono work opportunities to its staff and/or students?” The one respondent who said they did not, said that their institution was planning to establish a law clinic soon.

In the student survey, 93% of respondents said that the law school they attended carried out pro bono work (Q 3). Without a 100% response rate from law schools it is difficult to provide a definitive figure on the number of law school institutions providing pro bono opportunities. Currently 72 law schools have 153 clinics registered to the LawWorks clinics network. If we most cautiously assume that the law schools that did not respond to the survey offer no pro bono work, we can say with confidence that at least 64% of all law schools offer pro bono opportunities; however, within the data gap of law schools that did not respond to the survey

we expect that there is more pro bono activity taking place. Overall it is clear that more law schools do pro bono work than ever – a very different picture from when LawWorks started running these surveys two decades ago.

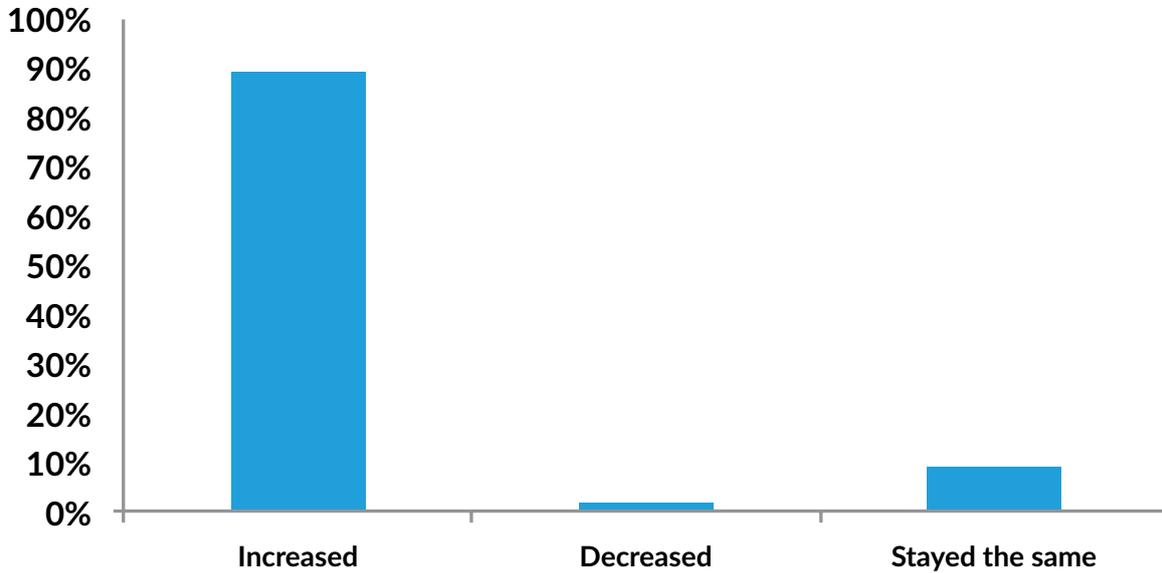
We also asked law schools about when they commenced their pro bono activity (Q 4); five responded that their pro bono activities started before 2000, 31 said their activity started between 2000 and 2010, 16 between 2011 and 2015 and 13 since 2016. Predictably, given the number of law schools that are now engaged in pro bono activity, the increase identified in previous reports may now be slowing down.

We also asked, “Has the range of project(s)/ clinic(s) made available increased or decreased since pro bono work was first introduced?” Overwhelmingly, 90% of respondents said that it had increased, whilst 9% said that it had remained the same and only 1% said it had decreased.



Figure 2: Increase or decrease in law school’s pro bono activity (Staff survey Q6)

Has the range of project(s)/clinic(s) made available increased or decreased since pro bono work was first introduced?



We asked respondents whether their institutions were planning to extend their existing pro bono work opportunities (Q 7), 75% said they were;

this is an encouraging sign that law schools are continuing to expand and develop their offer.

Demand and frequency of service

We also asked about demand – an important consideration in planning and developing new services, given the context of unmet need and changes to legal aid. Ninety percent of respondents said that they anticipated seeing

growing client demand for law school pro bono services.

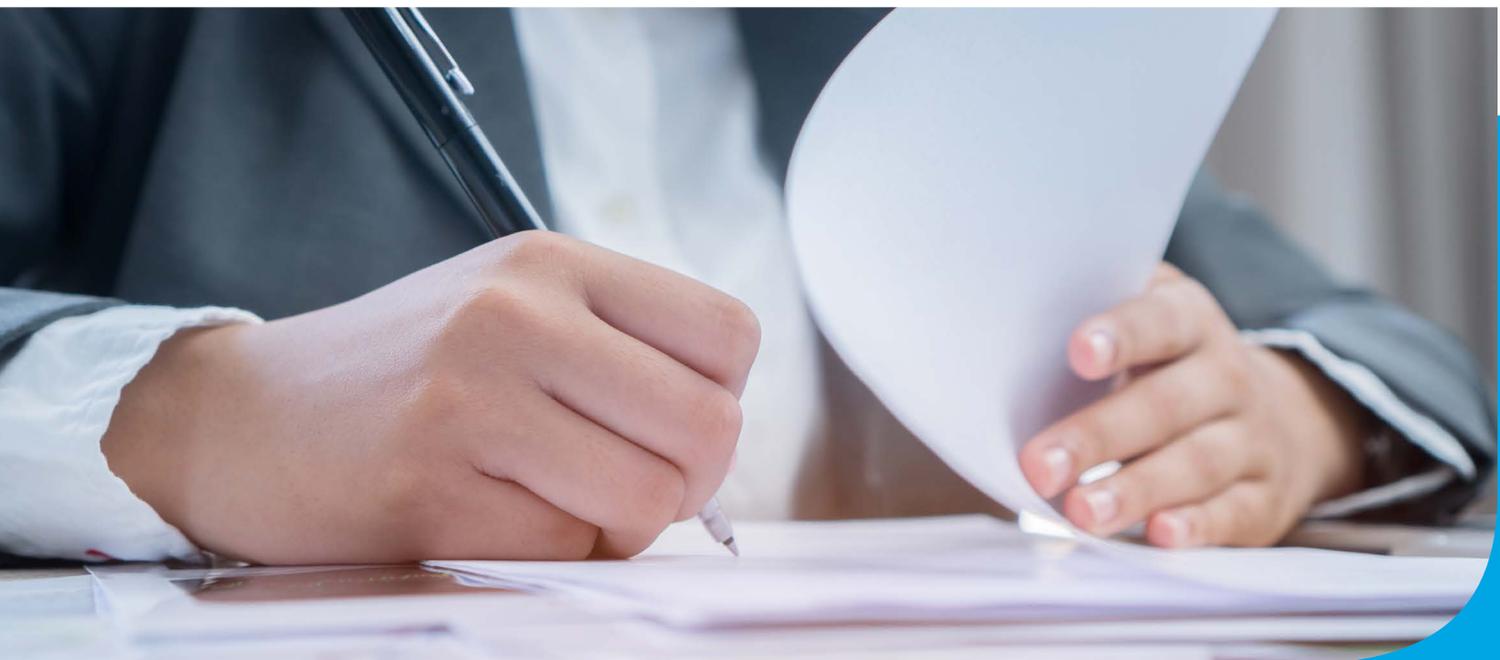
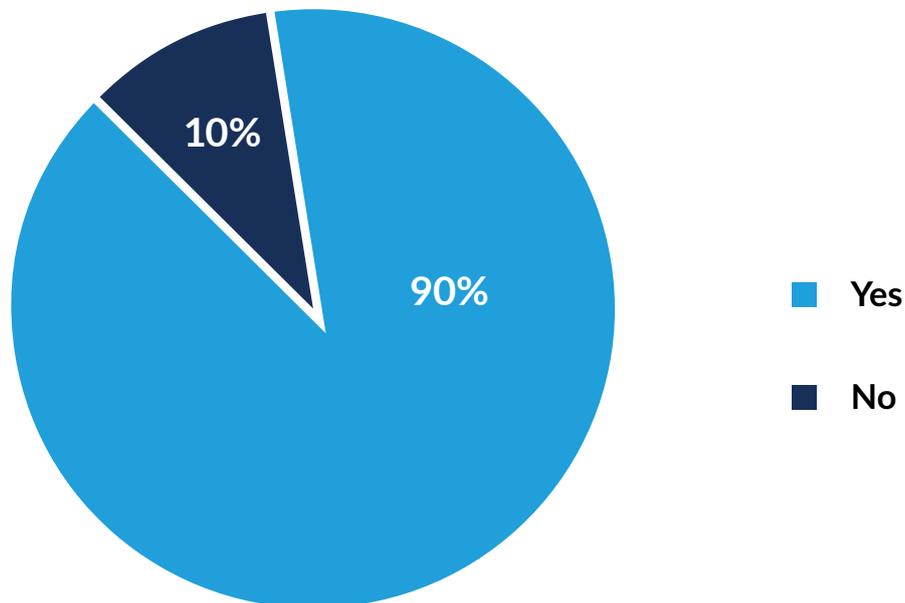


Figure 3: Anticipated demand (Staff survey Q21)

Do you anticipate an increase in client demand for your law school's pro bono service?

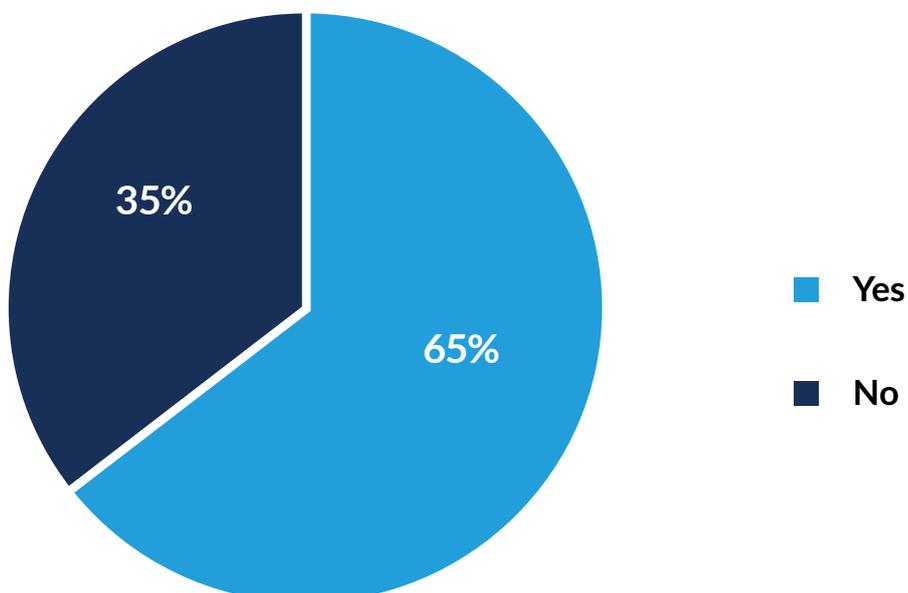


A feature of law school clinics is that in some cases the services may either be closed or operate on a reduced basis over the summer period. We therefore asked whether law school

clinics or pro bono activity operated outside of academic term time: 65% of respondents said they did, whilst 35% said they did not.

Figure 4: Operation outside term time (Staff survey Q18)

Does your clinic/project(s) offer legal services/operate outside of academic term time?



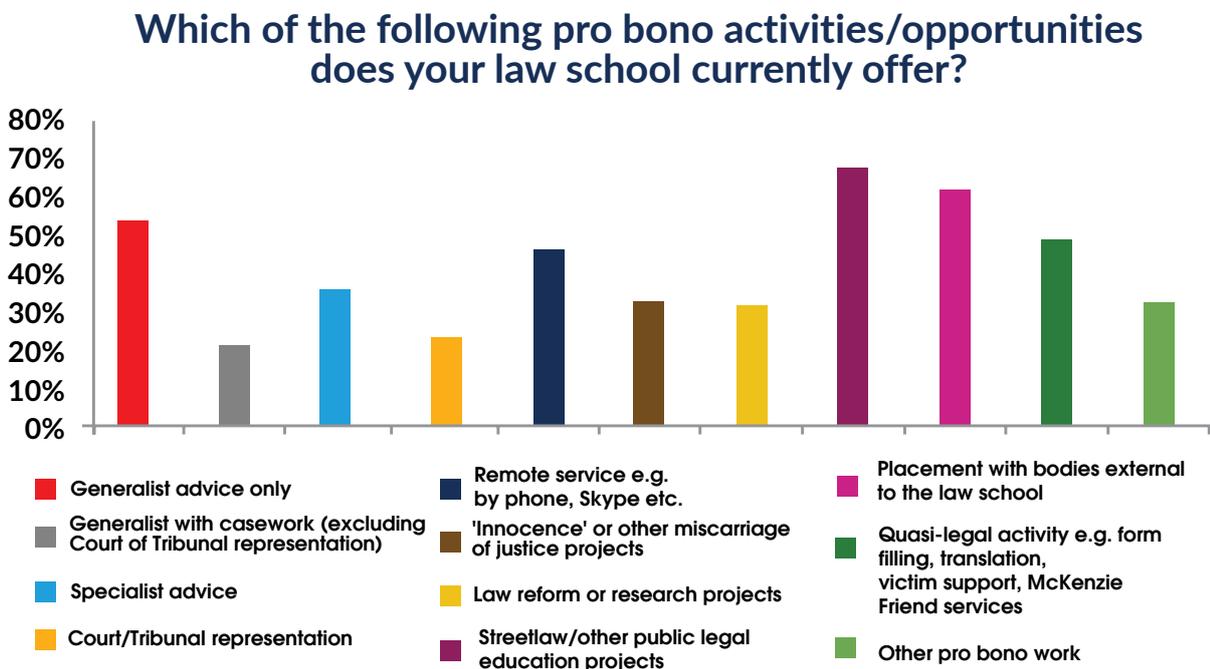
Types of pro bono programmes

We asked respondents to specify the type of pro bono activity that their law school offered including clinics, PLE, law reform projects and placements.

Over 60% of respondents said they offered Streetlaw and external placements, 54% said they offer generalist advice, 36% said specialist advice, 23% said court and tribunal representation and a third said 'Innocence'/ miscarriage of justice projects.

These figures demonstrate that whilst a majority of law school clinics engage students in generalist advice work, a significant number also undertake casework, specialist advice and representation; this broadly reflects other data that we hold about the typology of law school clinics.

Figure 5: Activities offered and service provided (Staff survey Q5)



Noticeably, Streetlaw and other PLE projects were the most common activity reported by respondents, higher than in previous surveys. Some examples cited (in text boxes) by respondents included:

- We work with the National Justice Museum about the legal system/justice for schools and colleges.
- We have a Streetlaw society which assists community projects.
- We run a Streetlaw project, primarily with local schools.
- We do a mix of work with CLOCK (Community Legal Outreach Collaboration) and our own form of Streetlaw separate to legal advice via clinic.
- We also take part in PLE by doing presentations in prisons and schools.
- Our other pro bono work includes legal consultancy, mentoring secondary school pupils, fundraising for legal charities.
- We have an extensive Streetlaw offering in schools, prisons, charities and homeless shelters and a specialist arm of PLE in relation to mental health topics. Each year we run research projects for topical areas; e.g., this year we undertook research into different areas affected by Covid-19 and produced factsheets based on it.
- We run a number of different Streetlaw projects: e.g., fortnightly sessions on tribunal process for Litigants in Person at the Employment Tribunal;

a series of sessions on Entrepreneurship and the Law for local sixth form students; sessions on family law for staff and service users at Women's Aid; ad hoc sessions on criminal law, human rights and other topics for local schools and for organisations such as The Social Mobility Foundation.

- *Our main PLE project focuses on educating young people (Year 8/9) about the human rights framework both internationally and domestically as well as focusing on particular rights.*

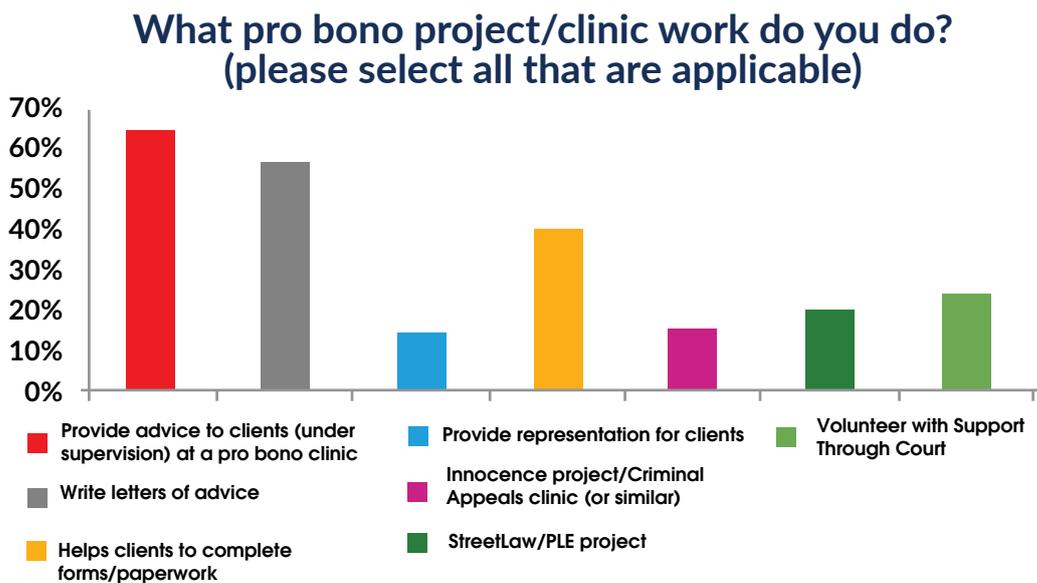
In the free-text box responses respondents highlighted other projects and partnerships that their law schools were engaged in, from working with Support Through Court and local Citizens Advice, to mediation, money advice, asylum and refugee support (with the Red Cross and other charities), to volunteering to triage cases at County Court Duty Schemes (e.g. run by Shelter). Respondents also referred to a diverse range of practical research and law reform projects often with international reach (through NGO and non-UK university partnerships), from working with the Inter-American Court of Human Rights to the African Prisons Project.

In our corresponding student survey, we asked students, "What pro bono project/clinic work do you do?"; 64% said providing clients with advice, 57% said writing letters of advice and 41% said helping clients to complete forms/paperwork.

It is curious that given the prevalence of Streetlaw projects highlighted in the law schools survey that only 20% of students responding to the student survey mentioned involvement in that form of volunteering. However, that may just be as a result of a sample with more 3rd year student respondents, possibly indicative that this cohort is more engaged in clinic and advice work than PLE activities. Also, given differences in the structure of each survey and the different base, it is inevitable that the results won't always match.



Figure 6: Work undertaken by students (Student survey Q5)



Activities and areas of law covered by law school clinics

When it comes to clinic provision, students participate in clinics in many ways both through the direct provision of advice but also supporting activities. For example: acting as scribes, undertaking initial triage or intake, other involvement in casework support and research, assisting with co-ordination, reception and administrative duties/tasks, as well as working on projects with a wider public legal education (PLE) policy or law reform focus that are linked to the clinics.

In response to our law schools survey, over 80% of respondents said that students at their clinic carried out interviewing, legal research,

drafting advice to clients and signposting to other agencies. Form-filling was reported at 58% and around 40% of respondents said that students at their clinic also undertook correspondence with other parties, provided face-to-face advice and drafted court documents. Respondents said that 22% of students at their clinic undertook representation in courts and tribunals – examples cited included the Social Security Tribunal, Employment Tribunal, Special Educational Needs and Disability Tribunal and small claims. These figures reflect previous data we have on law school clinics.

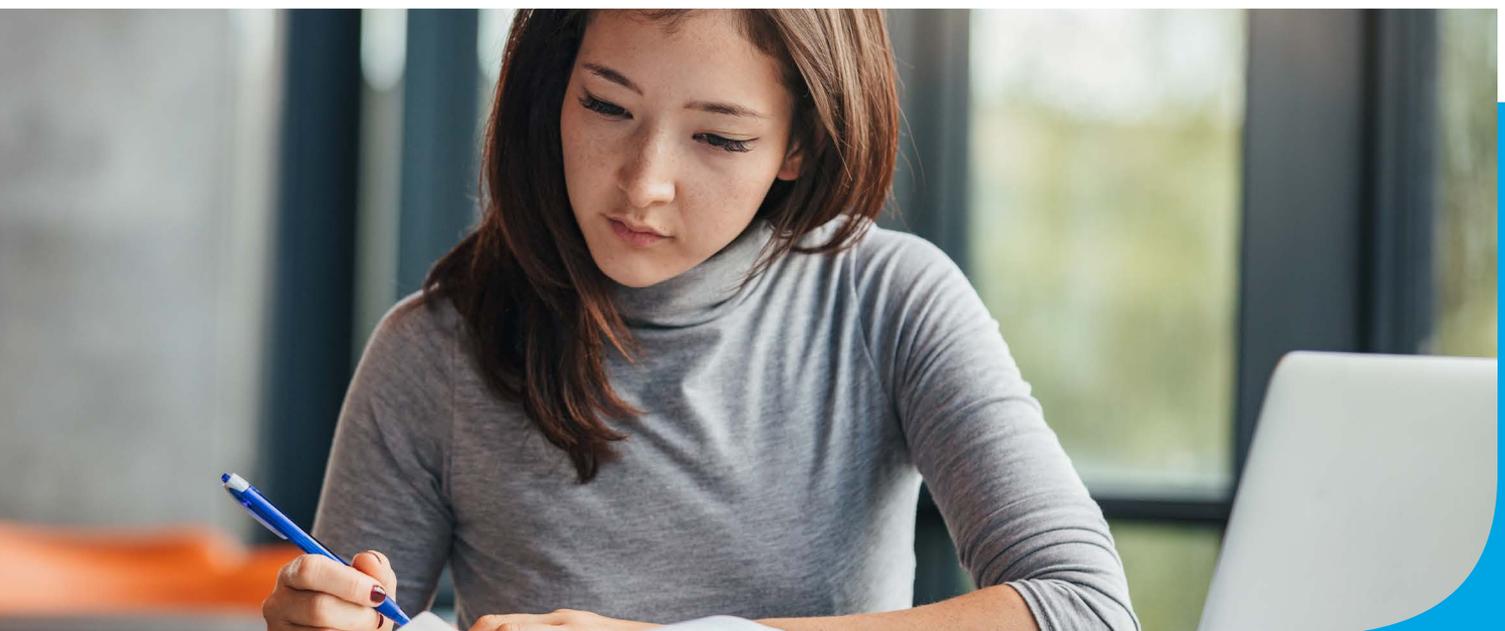
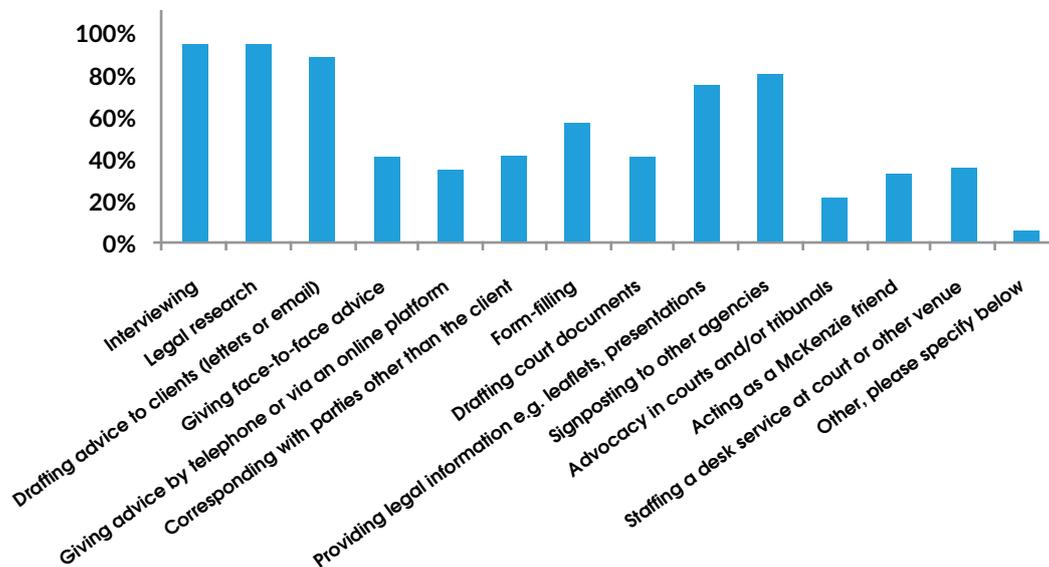


Figure 7: Student activities in clinics (Staff survey Q10)

Which of the following activities do the students in your clinic take part in? Please select all that apply.



We asked respondents who were the intended clients/service users of their clinic. The survey reported that 94% said the public (or a section or local catchment area of the public), 55% said

a specific group (e.g. asylum seekers, people with disabilities etc), 66% said students and 52% said staff.

Figure 8: Clinic beneficiaries (Staff survey Q8)

Students of your law school	66%
Staff of your law school	52%
Section of the public e.g., a local catchment area	94%
Other specific group e.g., asylum seekers, people with disabilities	55%

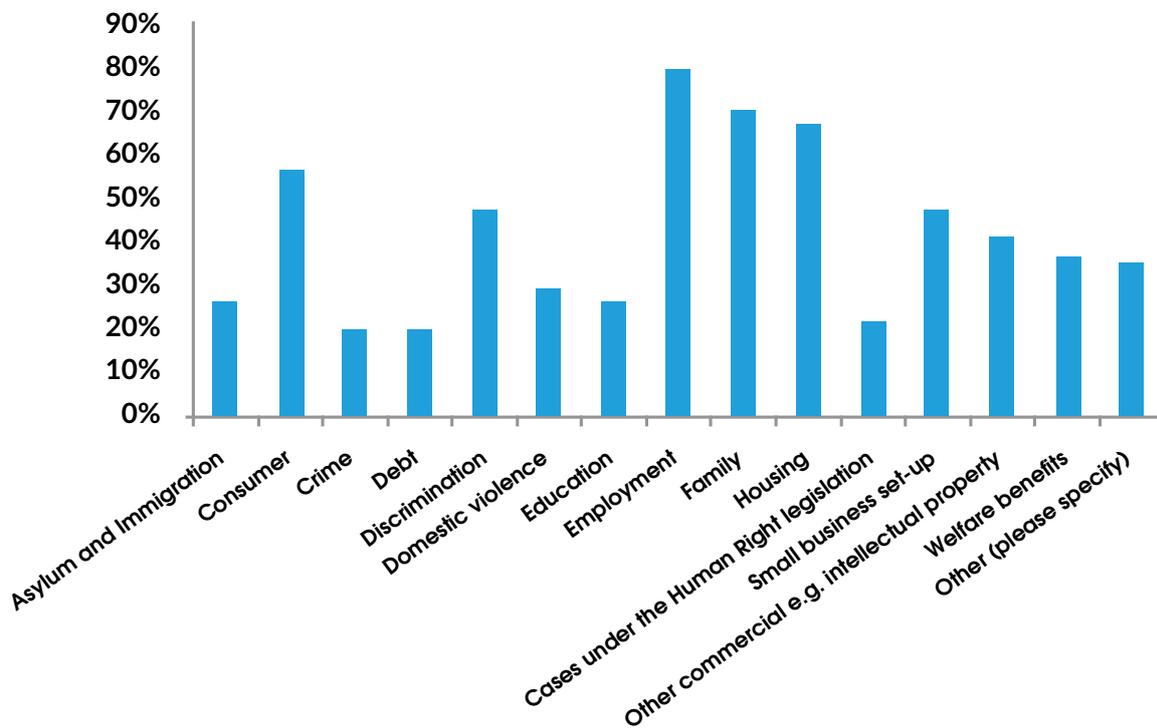
Clinics appear to cover most areas of law but respondents indicated that employment, family and housing law were the most commonly covered areas, followed by consumer, discrimination and small business issues. This is broadly in line with our annual clinics report findings that apply to law school clinics.^{xiii} We did not include a separate question

on the overall numbers of enquiries in clinics broken down by areas of law, as this is covered by our annual data collection from clinics. Our data for 2019 suggests that enquiries on family law issues form the largest number – accounting for over a third of all enquiries dealt with by law school clinics.^{xiv}



Figure 9: Areas of law (Staff survey Q9)

What area of law/type of case(s) does your law school clinic(s) handle? Please tick all that apply.



Training and supervision in clinics

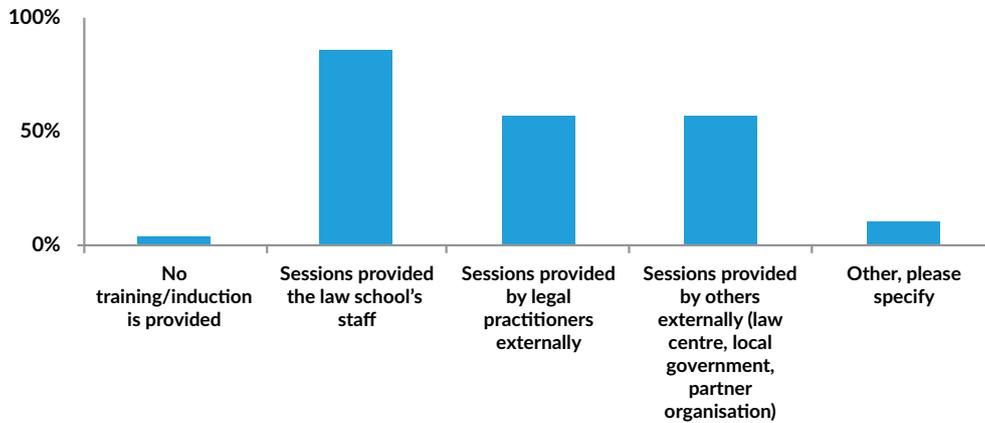
We asked law schools about what training and induction was provided for students in clinics. It was reported by 86% of respondents that sessions were provided by members of the law school's staff, 57% said sessions were provided by legal practitioners external to the law school and 57% said that sessions were provided by other external personnel (e.g. from a law centre, local government, or partner organisation).

The responses indicate a mix of internal and external induction models, including a range of speakers from the judiciary to the advice sector and other partner organisations and using postgraduate students who were already professionally qualified as training leads. Several respondents also indicated that they made extensive use of LawWorks introductory training sessions and some institutions indicated in free text boxes that they pooled their training resources and sessions.



Figure 10: Induction and Training (Staff survey Q11)

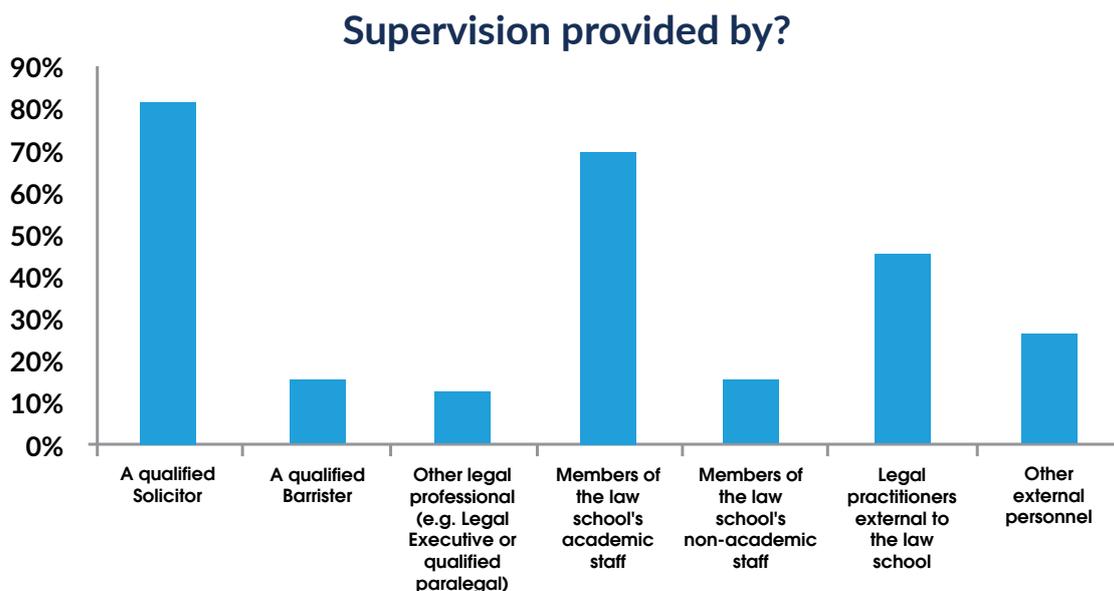
What induction and other training (if any) does the law school offer for those undertaking pro bono work? Please select all that apply.



We then asked whether and how the work carried out in the clinics was supervised; all who responded said that the work was overseen. We also asked about supervision arrangements and the status of supervisors: 81% said that work was supervised by qualified solicitors and 15% said qualified barristers. In the same question we asked whether supervisors were members of the

law school's academic staff, the law school's non-academic staff, legal practitioners external to the law school and/or other external other external personnel (e.g., Law Centre or other partner agency employees). The answers suggested that many had mixed models that were tailored to the needs of different clinics and partnerships.

Figure 11: Supervision (Staff survey Q13)

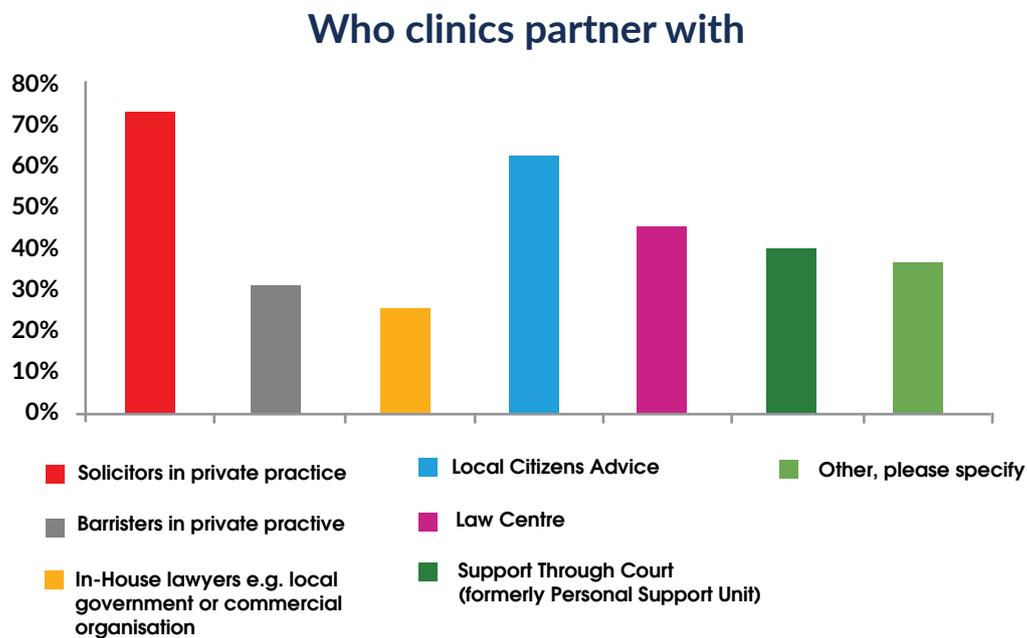


Working in partnership

A key theme in response to many of the questions (on clinic models, training and supervision) is the importance of law school pro bono activities occurring in partnership with others. Law school clinics and other pro bono projects do not operate in a vacuum but rather as part a wider ecosystem of legal networks, practitioners and other advice provision. In addition, we asked a specific question on partnerships; 89% of respondents said that their law school did work in partnership (Q15).

For those respondents working in partnership, we asked who they partnered with. Over 70% said private practice (for example working with firms and with local law societies and networks), over 60% said Citizens Advice and 45% said Law Centres.

Figure 12: Partnerships (Staff survey Q15)



Specific examples that respondents mentioned were:

- *We have set up a Pro-Bono Steering Group within the Law School with members drawn from a variety of organisations.*
- *Some of the supervisors in the Law Clinic are solicitors in private practice. We also have arrangements with a number of local Citizens Advice where our students volunteer. The Law School also works in partnership with solicitors from Shelter, a housing charity, in relation to our Court Desk volunteer scheme.*
- *We work with a legal training company that provides employment law training as well as with an external advisory board drawn from tribunal judiciary, private practice and advice sector.*
- *Solicitors in private practice provide mentoring for advice work. Students volunteer at the Law Centre and other third sector organisations. One element of our family law clinic is run in conjunction with Support Through Court.*

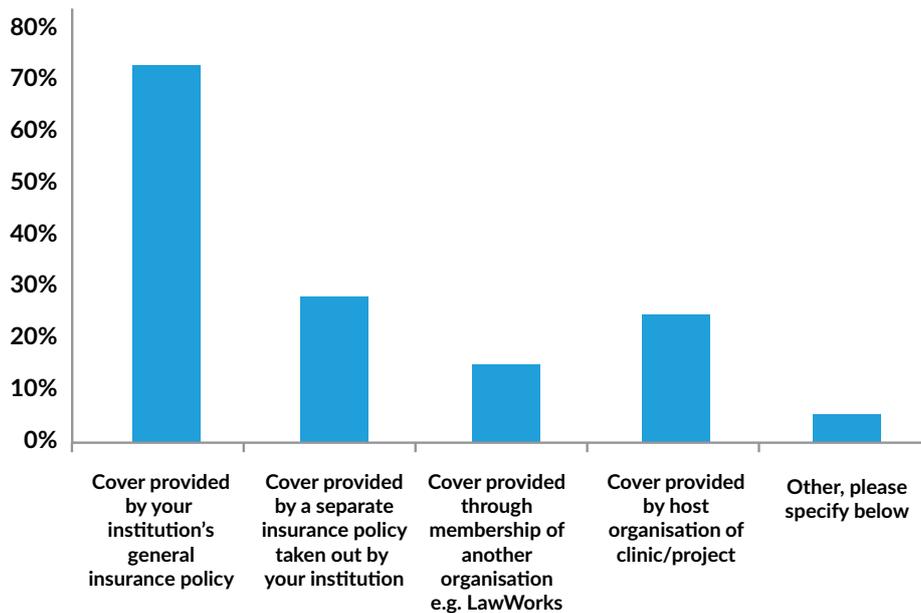
Insurance

Professional indemnity (and other) insurance is understandably a key consideration for law school clinics, their institutions and other pro bono projects they are involved in. Over 70%

of respondents said that cover was provided by their institution's general insurance policy; 27% referred to needing a separate insurance policy.

Figure 13: Insurance (Staff survey Q16)

Please confirm the position in relation to professional indemnity insurance (PII) for your clinic(s)/project(s).



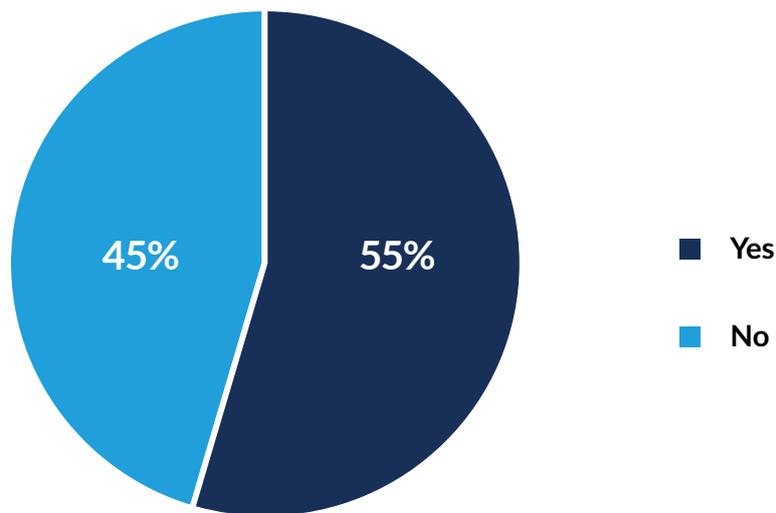
Assessment and learning outcomes

Both a key challenge and opportunity for clinical legal education is the extent to which student activity can be assessed, or contribute to, credit-bearing parts of the curriculum.

In response to the law schools' survey question, "Are any student volunteers in your clinic/project(s) assessed?"; 55% of respondents said yes and 45% said no.

Figure 14a: Assessment of volunteering in law schools (Staff survey Q19)

Are student volunteers in your clinic/project(s) assessed?

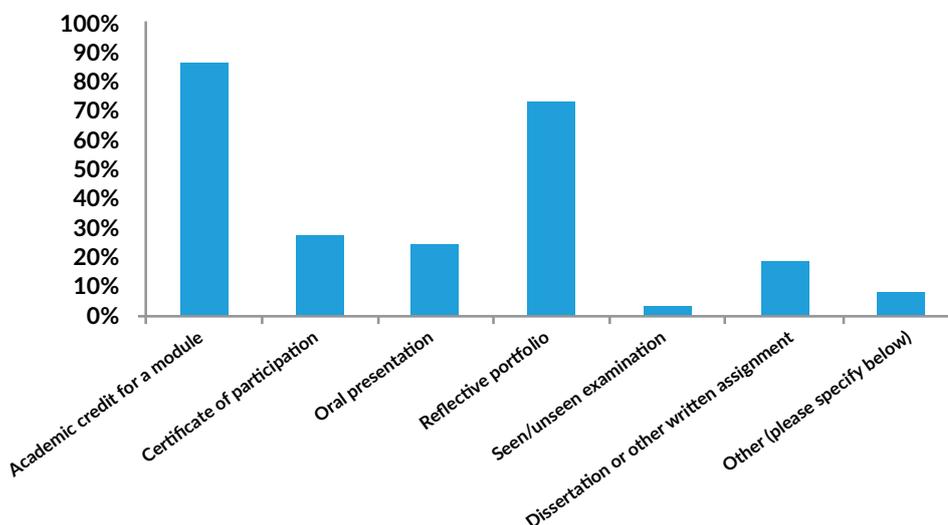


We then asked how performance was assessed, 86% of respondents said by "academic credit for a module" whilst 27% said as part of a "reflective

portfolio"^{xv} and 27% said through a certificate of participation.

Figure 14b: Assessment – how (Staff survey Q20)

How is performance assessed?



However, in our corresponding survey of students only 28% said that they received any credit for taking part in clinic activity or other

pro bono projects. For those answering “no”, 60% of students also said they thought that they should get academic credits for pro bono work.

Figure 15a: Assessment – students
(Student survey Q10)

Do you get academic credit for pro bono work?

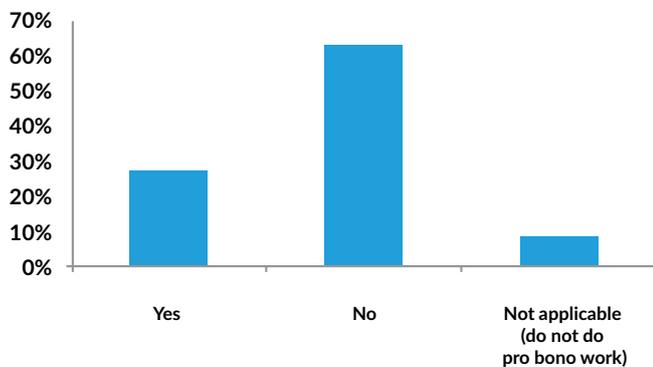
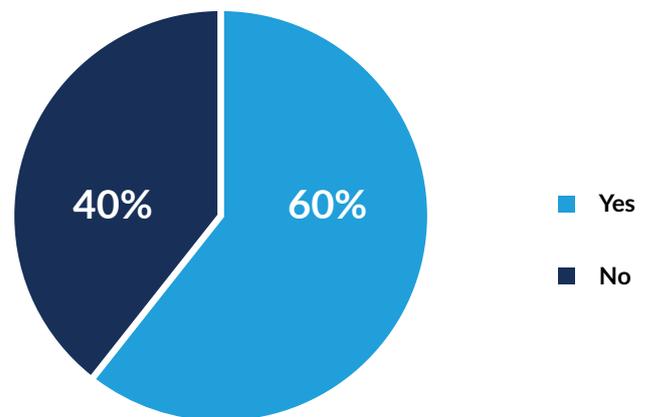


Figure 15b: Assessment – students
(Student survey Q11)

Do you think you should get academic credit?



It is difficult to interpret the apparent discrepancy between the results from the staff and student surveys (figures 13 and 15a above) in relation to the levels of assessment, except to say that the two surveys have a different base. What is clear from the staff survey, however, is that different assessment methods are still under development and there are a range of mixed models, so this is a very live issue:

- Students working in our clinic write a piece of reflection; undertake a presentation based on a client they have advised and write replies to a case study. Students working with our external partners write a legal essay; a piece of reflection and have an end of year appraisal, replicating the work base model as much as possible.
- There are various courses/modules that students can take that involve a placement. This can range from 10 hours to 35 hours. We also take a sandwich placement student each year, which is a minimum of 9 months with us and also 10 week placement students (up to 4 per year). In the vast majority of cases the students are assessed by reflective portfolio and by having completed the requisite time period.
- Students who engage on an extra-curricular basis receive certificates of participation, and recognition on the Higher Education Academic Register (HEAR transcript). Students can engage in three modules; *The Practice of Law in a Clinical Environment* (30 credits level 6), *Streetlaw* (15 credits level 6), *The Entrepreneurship Law Clinic Module* (15 credits level 7). Students who engage on an academic basis are assessed in the following ways across these modules; reflective essay, presentation, academic essay, mini dissertation, mini group viva, simulated client interview, and client case files.
- We are looking at introducing a certificate programme for students who undertake pro bono on an extracurricular basis which they would receive if they took part in academic seminars delivered by us alongside a training programme and completing a certain number of hours.

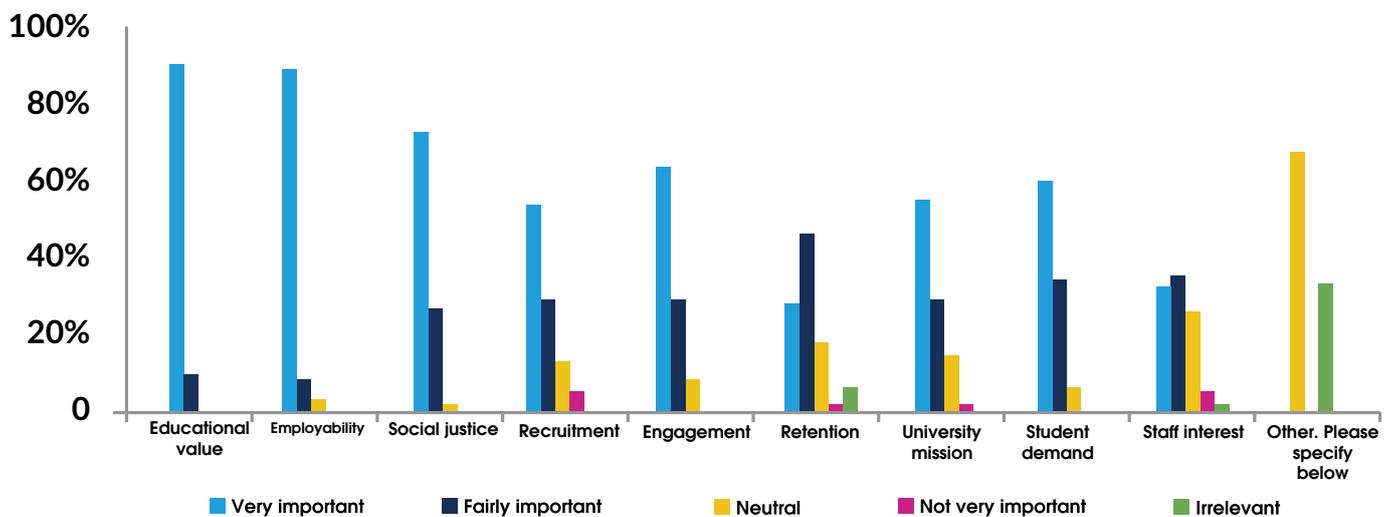
The educational and employability value of pro bono

Results from our previous (2014) survey attached increased importance to the educational value of clinics, as well as the ever-present employability agenda and improving the student experience within the higher education sector.^{xvi} In our 2020

staff survey, educational value and employability ranked as very important for around 90% of respondents but 71% also ranked social justice as very important.

Figure 16: Factors influencing pro bono programmes in law schools (Staff survey Q22)

How important are the following in the provision of pro bono work opportunities in your law school?



Comments included the following:

- The law school delivering the social justice mission of the University is extremely important, we also want to help students who might have the same opportunities as traditional law students to gain employability skills, to have experience in practical pro bono activities and to engender an ongoing commitment to pro bono work.
- We serve students from widening participation backgrounds who may not previously have accessed higher education much less aspired to the professions so we aspire to create socially engaged and socially generous lawyers, who take that commitment with them in their careers and who have the opportunity to develop skills

and attributes at university which are valued by employers and society.

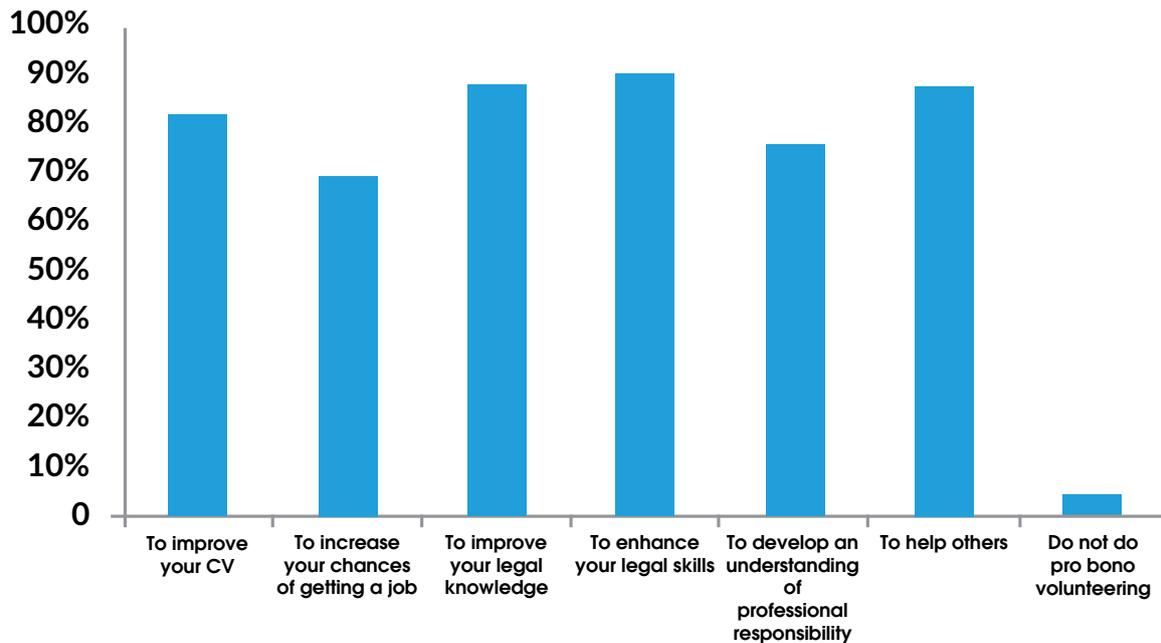
- The strategic focus and justification for clinic is primarily impact on students education and employability.
- It is an added benefit that we are serving the universities mission to recruit students and support our local community, but across all our pro bono offerings students are front and central.
- It's undoubtedly a very valuable recruitment tool and enhances the reputation of the university. From the student perspective, they feel it gives them an employability edge.

The corresponding student survey asked students about why they undertook pro bono volunteering. The responses that scored highest

were about improving and enhancing legal knowledge and skills and helping others rather than about getting a job.

Figure 17: Student motivations (Student survey Q9)

**Why do you do pro bono volunteering, either at a clinic or other project?
(Please choose from as many of the following options as are applicable to you)**



Specific comments from students included the following:

- *To help others and get first-hand experience.*
- *To give back to our society.*
- *Makes me realise what situations people in society are in and understand the importance of the function of the justice system.*
- *Offer support to those in their hour of need, make them feel less daunted and alone.*



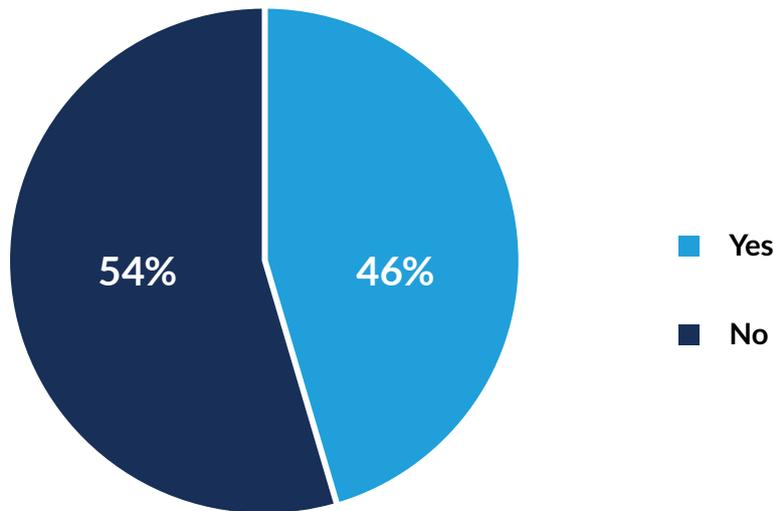
The Solicitors Qualifying Exam (SQE)

From September 2021 there will be a phased introduction of a new centralised examination system for solicitors in England and Wales: the Solicitors Qualifying Exam (SQE), which will include a requirement for work-based learning. It will eventually replace the current route to practice: the Legal Practice Course (LPC). Under the new route, students will be required to complete a minimum of two years' qualifying work experience (QWE) before they can qualify as a solicitor.

Whilst similar to a training contract, it can be completed at any point during the qualification process and the type of work which qualifies as QWE can include placements while studying for a degree, time spent as a paralegal or working in a law clinic, as well as working for a private practice law firm (the QWE may be completed with up to four different legal practice organisations). This opens up the potential opportunity for law schools to provide a QWE component to working in clinics.

Figure 18: The Solicitors Qualifying Exam (Staff survey Q24)

The SRA is phasing the introduction of the SQE in from 2021. Does your law school have any plans to adapt its pro bono activity to take account of this?



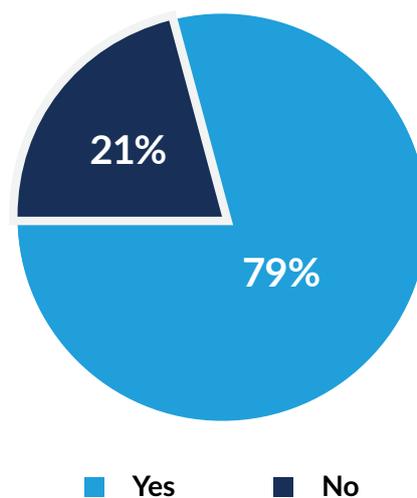
The student perspective

This section looks in greater depth at the student perspective. Whilst the law schools survey establishes that at least 3,077 students took part in pro bono activities over the past academic year (Q 18), we are confident that the number actually doing pro bono work is more than this, given the number of law schools reporting they do such work, the number and range of clinics reported and the response rate to the survey (both in terms of incomplete responses and law schools that didn't respond).

The extent of pro bono work being undertaken by students is impressively wide and varied, showing considerable dedication and initiative on their part. The responses to the student survey demonstrated very clear enthusiasm for pro bono; 80% of students who responded to said that they would like to see their law school do "some or more" pro bono clinic or project work.

Figure 19: Student enthusiasm for pro bono (Student survey Q6)

Would you like to see your law school do some or more pro bono project/clinic work?



As a follow up question for those answering yes, we asked students what they would like to see their law school do; 207 provided answers and 59 students also provided additional relevant comments at the end of the survey. Several respondents referred to wanting their law school to engage with more criminal justice work and provide more opportunities for assisting clients within the court system.

In response to the question of what students would like to see their law school do more of comments included:

- *I would like our law school to do some criminal work and potentially be allowed to expand*

into other subject areas such as ordinary cause actions up to £10,000.

- *More work tailored to women's rights.*
- *I would like to see pro bono legal work being incorporated into [the] degree instead of being an addition*

It was also clear from the various commentaries provided at the end of the survey just how much students value taking part in pro bono activity:

- *Working at the pro bono clinic of my University was a great experience that I would recommend to any future lawyer in the making.*

- *Pro bono during my degree has been my highlight of my degree and I recommend it to everyone who does law.*
- *I am very grateful for the pro bono work that we have available at my university. I would not have been able to achieve what I have without it! Every law school should have a pro bono centre or good connections to allow students to do some pro bono work. It is very important!*
- *The law clinic has been amazing, great work from staff and great response from the public. I feel so privileged to have been able to take part!*

The range of positive comments demonstrate that for today's students, pro bono opportunities in law schools are viewed as far more than just educational or career advancing tools. Wider comments from students on their experience included:

- *I think pro bono produces more well-rounded law students.*
- *I feel I would like to do more pro bono work with my current law clinic to get a greater understanding of the current area of law and to be able to help people*
- *My pro bono group is amazing. I find it a privilege to know that our pro bono work is specifically about supporting those without access to the law, youth who do not know how to get into law and innocent people who have suffered an injustice.*
- *I have really enjoyed my experience with the law clinic this year and being able to apply the law that I am learning to actual cases and people has been fundamental to my learning.*
- *Working pro bono has been a challenging and rewarding experience. I recommend anyone wanting to be a solicitor to do it so that you can be sure that this is the career path for you.*
- *The experience of working within the Law Clinic has been indispensable. I will remember this experience throughout the rest of my career and would recommend everyone to get involved with pro bono work where they can.*
- *Overall, I have enjoyed participating in the two pro bono groups. I have a better understanding of how to communicate more clearly and have the confidence to speak to clients which are two very large skills required in the legal industry. Both projects have also given me a little insight into their specific legal sectors.*
- *I have gained very valuable life skills from the limited time I had at the family law clinic and I am grateful for each and every second of it.*
- *Being able to work in my university law clinic has been an amazing opportunity. I would recommend it to others. Interacting with clients and building professional relationships has been great experience. Directly advising clients was very rewarding.*
- *Our supervisor has been instrumental in the opening and success of the law clinic. She has dealt with any issue swiftly and readily gives advice on room for improvement.*
- *It's a great opportunity to take on responsibility and gain legal knowledge.*



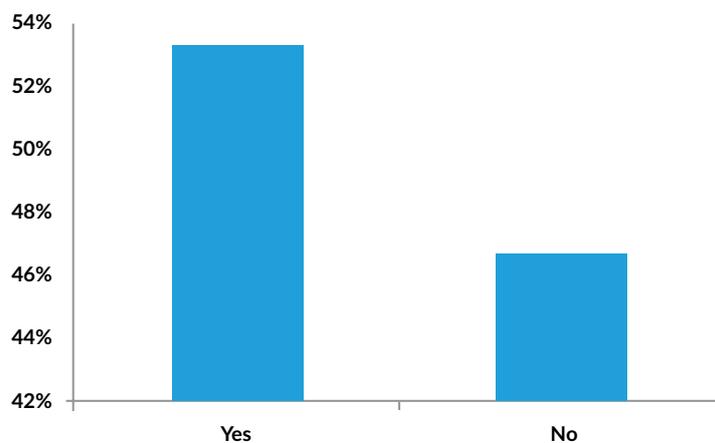
Student pro bono and LegalTech

Over the past few years there's been increased interest in 'LegalTech', which refers not just to tech tools in legal practice but also use of technologies such as Artificial Intelligence, 'big data' and machine learning to provide legal services and extend access to justice.

This is a growing sector with many tech providers looking to partner with law schools. Fifty-three percent of law schools responding to a question on this said that LegalTech has impacted on their work in the context of pro bono.

Figure 20: LegalTech and student pro bono (Staff survey Q25)

Law Schools are increasingly embracing LegalTech and integrating it into legal education and practice, has this impacted on your pro bono work?



Technology in all forms plays an important role. In addition, many of the respondents also highlighted (through text boxes) the benefits of using CLIO for case-management, Intralinks or

similar systems for document sharing and the use of online video-conferencing platforms such as Zoom, MS Teams, Skype, etc.

Student pro bono and the Covid-19 pandemic

All law school pro bono activity, clinics and partner organisations have been impacted to a considerable extent by the Covid-19 pandemic and related restrictions. As law schools have responded differently in managing and adapting their pro bono offerings following the national lockdown, we asked an open (rather than closed option) question about the impact of the Covid-19 pandemic in both our staff and student surveys. Of respondents to our staff survey 62% provided answers to, "Could you tell us how your law school has responded, and what impact (if any) this has had on your pro bono programmes (e.g. offering advice remotely etc)?"

With the closure of university campuses in March and April 2020, many law schools indicated in

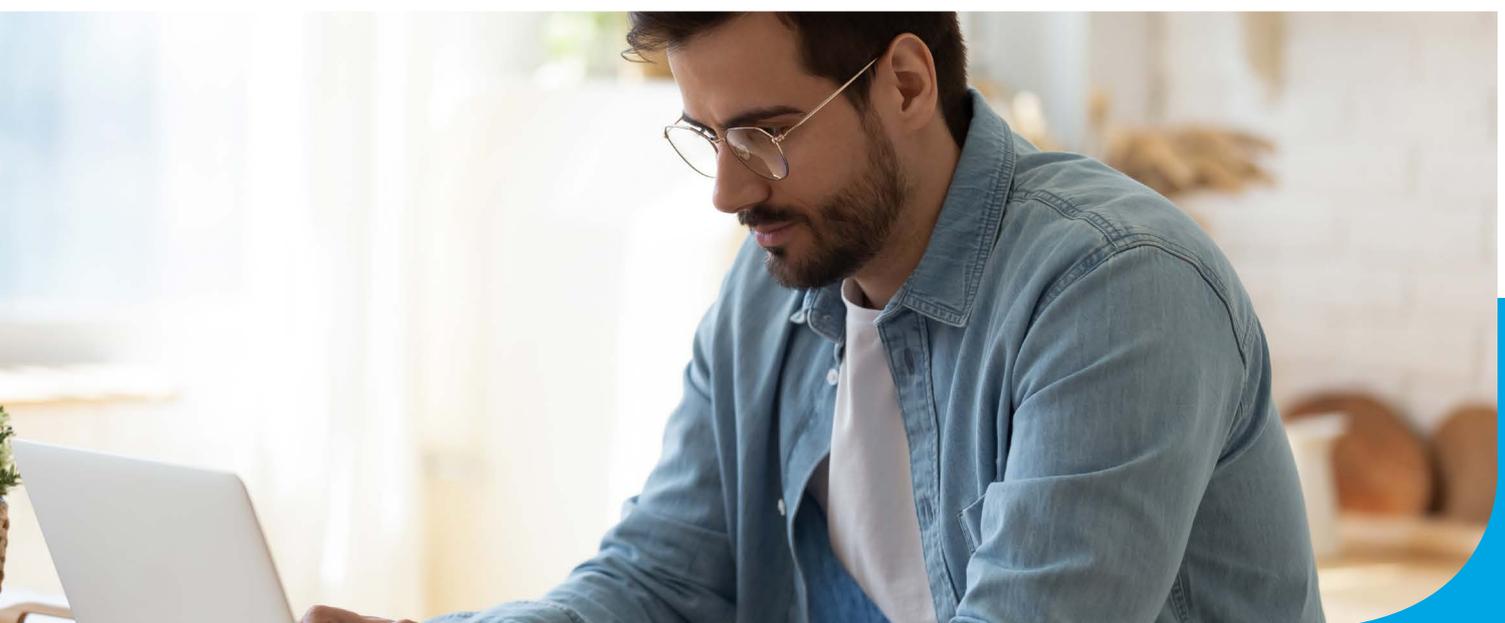
their responses that the immediate impact was having to suspend the operation of their clinic. Below is a selection of quotes from respondents in answer to the above question using the free text box:

- *We have been unable to offer a service other than follow up appointments for those cancelled in March.*
- *The project has temporarily suspended while meeting clients is not possible.*
- *All of our services are paper based, we were unable to upload them online before our campuses were shut as such we had to close the clinic. we sent out as many advices as possible where research was already complete.*

- *We have been unable to continue pro bono activity so have suspended services. The Law Clinic has set up a webpage with a tab titled Covid-19 with general information and that specific to housing, consumer and employment law.*
- *We initially suspended student pro bono work as we needed to assess our data protection rules.*
- *We have had to close the clinic as this is a drop-in service and the format so far is that students work in groups of 10.*
- *Our partnership projects had to end early because many students were advised to return home and schools and advice agencies were closing.*
- *We postponed all 7 of the projects which were ongoing at that time.*
- *Clinic usually ends around March and appointments were only made face to face.*
- *Clinic is not taught in summer term so our activities are not affected right now. We will be introducing CLIO ready to use by September autumn term.*
- *We are on a break so it has not impacted, however we are now looking to offer advice remotely.*
- *Many clinics have concluded their work for this academic year before lockdown.*
- *Currently none as the lockdown commenced after the completion of the clinics work. From September, it is likely that clinics will operate remotely or with social distancing.*

Several respondents noted that their law school didn't run their clinics in the summer term, so by the end of March they were scaling down anyway and starting to look at how they could re-open services safely or remotely for the start of the new academic year (from September onwards):

- *The vast majority of our pro bono offering only runs during our Autumn and Spring terms (October through to the end of March). So the lockdown came into force just as we were wrapping up the majority of our provision for the year anyway. We are currently looking at how the pandemic will affect our service once the 2020-21 academic year begins. We intend to move some of our advice service online.*
- *We moved to providing a completely remote service. We did stop taking on new cases when the lockdown was first imposed, but resumed taking new enquiries about 3 - 4 weeks later.*
- *Some advice will be given remotely with a reduced number of clients coming into the University and attending our partner organisations.*
- *All in-house clinics were moved online/phone immediately with no impact on service, except that people without access to email not receiving a service once the university shut (this includes drop-ins).*



- *We have continued our internships in our strategic public law project through internships operated remotely.*
- *We have continued to run a phone clinic. From Sept. to Dec. normal clinic will resume but without face to face appointments.*
- *We now offer services remotely – this has however decreased the amount of people we are able to support and there was a 2 month gap in service.*
- *We are operating an Online Clinic.*
- *Move to remote offering has actually increased student uptake of some projects.*
- *We have been able to offer services remotely.*
- *All our service is now online, meetings by phone or PC.*
- *We have moved our Law Clinic family, employment and immigration services online and we use Zoom to facilitate client/lawyer/student meetings, all supervised by the Law Clinic Director.*
- *Continued to offer remote advice and assistance at telephone hearings.*
- *In relation to our Law Clinic work, during the Covid-19 lock down all client appointments have been taking place by video conference. In addition, due to the needs of the public, we have set up a new Housing Law Clinic for tenants which has been operating since the beginning of April.*

Student responses

In the student survey Q12, over two thirds of students (67%) said that they had been able to do less pro bono (or other volunteering) over the last few months than they would otherwise have been doing. However, the student survey also revealed some important and interesting comments.

Whilst the pandemic has had a significant impact on both service provision and students' education, the commitment to pro bono work together with advances in technology, have meant that many law clinics and other pro bono projects have continued to operate, albeit with increased reliance on remote delivery. The student enthusiasm and commitment to pro bono has not been dented and in many respects has strengthened.

Here are some of the students' observations (note some comments below have been edited to maintain law schools' anonymity), on the impact of Covid-19 on pro bono work in law schools:

- *The legal advice clinic at our university closed when lockdown happened. It was not possible at the time, to move it online.*
- *No opportunities for me to be able to work with a pro bono organisation.*
- *Our pro bono clinic has been suspended, we haven't been seeing clients.*
- *My externship was terminated due to the pandemic.*
- *University clinic shut, so no experience through there. Did take part in a research project with other universities ...on civil liberties during the lockdown. I was due to become a young offenders mentor but the training has had to be delayed until social distancing has eased. I had a mini pupillage postponed as well.*

Despite these problems many students said that they intended to restart their pro bono work as programmes have adapted to enable services to resume or continue:

- *Our clinic had to shut and we have not been in contact with any of our clients. The leaders have contacted the clients to day we will be opening in September.*
- *Our clinic supervisor changed the remit of the clinic so that we took telephone interviews and then wrote the letters of advice from home. The clinic also extended beyond existing opening to provide to support for people during this crisis.*



- *Because of the pandemic I have not been able to carry out some pro bono work that included interactions with the public. However I am currently taking part in a pro bono [project]... contacting different law firms and obtain information of cases with the application of the Coronavirus Act 2020.*
- *The pro bono team has been extremely active and engaging with all students. I was given the opportunity to take part in the Employment Advice Legal Network - Furlough research project which has really allowed me to use my skills. This will help me for when I apply for an Employment law role in the future.*

Several of the student responses demonstrated recognition of the need for legal help:

- *I have been a ... student for my university's law clinic this summer and we have seen the number of cases increase dramatically ... as a result of Covid. The Law Clinic has been very fast at adapting to strictly at home working online and despite the difficulties with internet connectivity, we have had great success in helping our clients through this time.*
- *(It) ...has been incredible - we kept providing advice to vulnerable clients virtually, and managed to expand the territory on which we usually operate. We provided advice to people*

across the county and not only the East of England, and started providing more immigration ... and ...employment advice than before (which was extremely important for people losing their jobs during the pandemic, and for those struggling to understand their rights under the furlough scheme).

- *Our Law Clinic has been taking an exceptional number of clients as a result of everything being done online and so I have been having one client after another.*

The need is not just that of the clients, either. Students want to volunteer and are clear that they need and value pro bono work as well:

- *While some of my clinic work has decreased during the pandemic I have been able to get more work done for the other charity I volunteer for. However, I have found that it is possible to work successfully online too so I would like to be doing more pro bono clinic work again soon.*
- *I've found that there were many more experiences available online, which I have benefitted from as I have found myself being able to complete work experience online that I may not have been able to do in person, as I live in a very rural area with little opportunity.*

- *My work at my University's legal clinic was cut short due to the current pandemic however I have been able to continue in my role assisting a Parliamentary group which was organised through my university's pro-bono team.*

Finally, there is the increasing reliance on technology, enabling students to develop new skills:

- *We were able to do online meetings and do our work from home while also communicating with the team when needed. It was not as good as usual face to face meetings, but I am glad we managed to continue to help our clients.*
- *Our team ... has been able to maintain great communication allowing us to work ... through Zoom ... Although it has been ... challenging ... to balance pro bono work with university exams, especially in the current situation, I believe it has created a greater sense of urgency to help our clients and ensure we're maintaining excellent standards of work even in the toughest times.*
- *Our law clinic work has continued to operate remotely. I have felt it much easier to do clinic work because I haven't had to worry about travel. I have taken part in ... a housing tribunal case.*
- *I was able through Zoom to do some clinic work which was great!*
- *I was unable to complete two Streetlaw workshops because of Covid-19. Instead we did a video explaining a legal area to be posted on our clinic's website.*
- *I have been doing Zoom calls with clients for the Law Clinic at my uni. It has been nice to be able*

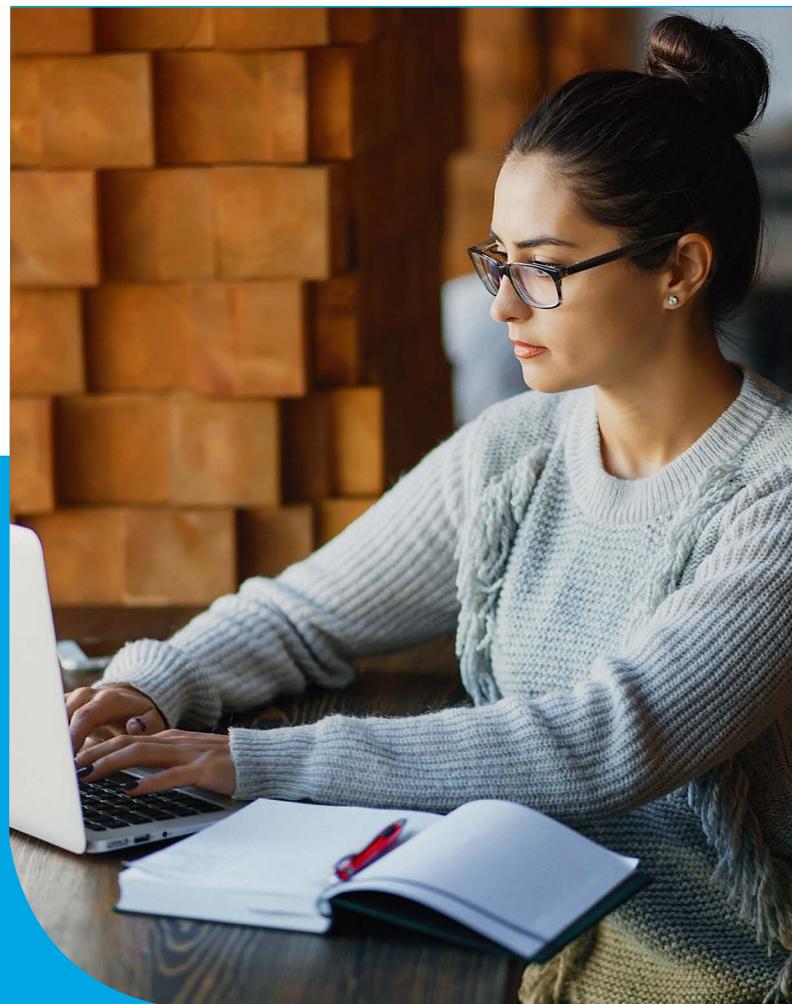
to still do some normal things during this crazy time. I enjoy listening to the solicitor's advice as it pushes me to work harder so I can get where they are!

- *We moved over to virtual client interviews which was more challenging for the clients using the tech.*
- *Most activities have moved online.*
- *It is exactly the same - I've (just) been ringing callers from home and filling in the usual forms online (instead) via remote access.*

However, some recognise that technology is not always the answer:

...We are a law clinic based in (name removed) that is within ... 3-5 miles (of one of) the most deprived areas of the UK and clients may not be computer literate or have access to the internet.

The student responses show a depth of commitment and the adaptations evidenced by so many of the comments received indicates that pro bono work and legal clinics will continue to operate and serve the interests of both clients and students.



Conclusion



Pro bono work in law schools has continued to increase and develop since LawWorks first started this series of surveys in 2000. Clinic and other pro bono activity now takes place in the vast majority of law schools, whilst 20 years ago clinics were predominantly found in the ‘new’ universities and at colleges offering overtly vocational courses. Pro bono has now become a mainstream part of legal education, as well as law schools’ wider community engagement. Partnerships with other legal service providers are commonplace and staff responsible for clinical legal education and practice within law schools are, to varying degrees, integrating pro bono into educational and assessment frameworks and given timetabled responsibility for overseeing pro bono work.

Law schools support pro bono activity through a variety of internal and external programmes, including PLE activities and external placements. Clinics are increasingly using technology and remote delivery methods.

Whilst Covid-19 may have been a catalyst for some of this, there was clearly an emerging interest in the application of LegalTech to student pro bono. Both from the perspective of law schools and students, pro bono is seen as more than just an educational tool; it is an instrument for advancing social justice building long term partnerships with civil society. The impact can be transformative both for students taking part and the clients helped.

Overall the results from our surveys support the view that clinics and other student pro bono activities are a win-win for all concerned from many different perspectives. The findings demonstrate the valuable contribution that law schools and their students are making to access to justice.

Endnotes

- i. A UK based charitable organisation aimed at fostering, promoting and developing clinical legal education. <https://www.cleo-uk.org>
- ii. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/induction-and-training-law-student-clinic-volunteers>
- iii. L. Thomas and N. Johnson, *The Clinical legal Education Handbook*, University of London Press, 2020, available on the IALS Open Book Services for Law
- iv. Jerome Frank, *Why Not a Clinical Lawyer-School?* University of Pennsylvania Law Review. 907 1933
- v. *A Survey of Pro Bono at Law Schools and Universities*, Sara Browne SPBG, 2000.
- vi. *A Survey of Pro Bono at Law Schools and Universities*, Whitman and Akoto, SPBG, 2003.
- vii. *Pro Bono - The Next Generation*, LawWorks September 2006, Research and publication sponsored by DLA Piper UK LLP <http://www.probonogroup.org.uk/lawworks/docs/Student%20report%20Final.pdf>
- viii. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/lawworks-law-school-pro-bono-and-clinics-report-2014>
- ix. *Setting Standards: The future of legal services education and training regulation in England and Wales*, 2013
- x. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/briefing-new-route-qualification-solicitors>
- xi. Clinics Report <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/lawworks-clinics-network-report-2019>
- xii. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/contribution-clinical-legal-education-and-law-school-clinics-pro>
- xiii. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/lawworks-clinics-network-report-2019>
- xiv. Disaggregating our 2019 data for the clinics network, family law accounted for 38% of inquiries in clinics followed by employment (16%) and housing (12%)
- xv. A Reflective Portfolio is a set of writings that summarise the insights and experiences a student has gained from practical assignments
- xvi. <https://www.lawworks.org.uk/solicitors-and-volunteers/resources/lawworks-law-school-pro-bono-and-clinics-report-2014>

Appendix:

Staff survey

1. Does your law school currently offer pro bono work opportunities to its staff and/or students?
 - Yes
 - No

2. Which of the following best describes your role? Please select all that apply.
 - Academic/Clinical Legal Education lead
 - Clinic/project manager/administrator (paid)
 - Clinic/project manager/administrator (unpaid/volunteer)
 - Practitioner
 - Non-practitioner
 - Other (please specify)

3. Where is your Law School located?
 - East Midlands
 - East of England
 - London
 - South East
 - South West
 - North East
 - North West
 - West Midlands
 - Yorkshire and Humber
 - Northern Ireland
 - Scotland
 - Wales

4. What year did your law school commence its pro bono activities?

5. Which of the following pro bono activities/ opportunities does your law school currently offer (please select all that apply)
 - Generalist advice only
 - Generalist with casework (excluding Court of Tribunal representation)
 - Specialist advice (please specify below)
 - Court/Tribunal representation
 - Remote service e.g. by phone, Skype etc. (please specify how below)
 - 'Innocence' or other miscarriage of justice projects
 - Law reform or research projects (please specify what below)
 - Streetlaw/other public legal education projects (please specify below)
 - Placements with bodies external to the law school (please specify where below)
 - Quasi-legal activity e.g. form-filling, translation, victim support McKenzie Friend services (please specify below)
 - Other pro bono work (please specify below)
 - Please expand on your answer

6. Has the range of project(s)/clinic(s) made available increased or decreased since pro bono work was first introduced?

Please detail what has been added or removed since pro bono work opportunities were first offered e.g. different models of operating (by phone/online, form-filling/representation), introduction of specialist subjects, increase/reduction in number of appointments/partnerships:

7. Do you plan to extend the existing pro bono work opportunities?

Yes - please provide further details, e.g. reason why, the type of clinic, when the planned expansion will take place, the number of students expected to be involved.

No - please provide further details as to why not

8. Who are the intended clients/service users of your clinic/project(s)? Please indicate the type of clinic/project offered in each instance (e.g. legal advice clinic, placement, Streetlaw project):

Students of your law school

Staff of your law school

Section of the public e.g. a local catchment area (please specify)

Other targeted group e.g asylum seekers, people with disabilities (please specify)

9. What areas of law/type of case(s) does your law school clinic(s) handle? Please tick all that apply.

- Asylum and Immigration
 - Consumer
 - Crime
 - Debt
 - Discrimination
 - Domestic violence
 - Education
 - Employment
 - Family
 - Housing
 - Cases under the Human Rights legislation
 - Small business set-up
 - Other commercial e.g. intellectual property
 - Welfare benefits
 - Other (please specify)
-

10. Which of the following activities do the students in your Clinic take part in? Please select all that apply.

- Interviewing
- Legal research
- Drafting advice to clients (letters or email)
- Giving face-to-face advice
- Giving advice by telephone or via an online platform
- Corresponding with parties other than the client (please specify)
- Form-filling
- Drafting court documents
- Providing legal information e.g. leaflets, presentation
- Signposting to other agencies
- Advocacy in courts and/or tribunals (please specify which below)
- Acting as a McKenzie friend
- Staffing a desk service at court or other venue (please specify where below)
- Other, please specify below

Please expand on your answers:

11. What induction and other training (if any) does the law school offer for those undertaking pro bono work. Please select all that apply:

- No training/induction is provided
- Sessions provided by members of the law school's staff
- Sessions provided by legal practitioners external to the law school
- Sessions provided by other external personnel e.g. from law centre, local government, partner organisation (please specify below)
- Other, please specify

Please expand on your answers

12. Is the work carried out in the Clinic(s) supervised?

- Yes
- No

13. If YES, who by? Please select all that apply:

- A qualified Solicitor
- A qualified Barrister
- Other legal professional (e.g. Legal Executive or qualified paralegal)
- Members of the law school's academic staff
- Members of the law school's non-academic staff
- Legal practitioners external to the law school
- Other external personnel e.g. from a law centre, local government, partner organisation (please specify below)

Please expand on your answers

14. Does the law school work in partnership with any other organisations?

- Yes
- No

15. If YES, please select all that apply from the following list:

- Solicitors in private practice
- Barristers in private practice
- In-house lawyers e.g. local government or commercial organisation (please specify type)
- Local Citizens Advice
- Law Centre
- Support Through Court (formerly Personal Support Unit)
- Other, please specify

Please expand on your answers:

16. Please confirm the position in relation to professional indemnity insurance (PII) for your clinic(s)/project(s). Please select all that apply.

- Cover provided by your institution's general insurance policy
- Cover provided by a separate insurance policy taken out by your institution (please specify who with below)
- Cover provided through membership of another organisation e.g. LawWorks
- Cover provided by host organisation of Clinic/project
- Other, please specify below
- Please expand on your answers:

17. Please provide the following information (as a combined total, if applicable) for all of your pro bono project/clinic(s)

Total number of students taking part

As a percentage of overall student intake

Students' year(s) of study

Total number of supervisors

18. Does your clinic/project(s) offer legal services/operate outside of academic term time?

- Yes
- No

19. Are any student volunteers in your clinic/project(s) assessed?

- Yes
- No

20. If YES, how is performance assessed. Please select all that apply:
- Academic credit for a module.
Please specify below what credit, or pass/fail
 - Certificate of participation
 - Oral presentation
 - Reflective portfolio
 - Seen/unseen examination
 - Dissertation or other written assignment (please specify below)
 - Other (please specify below)

Please expand on your answers:

21. Do you anticipate an increase in client demand for your law school's pro bono service?
- Yes
 - No

If YES, please detail the possible reason for increase in demand, what the demand may be for (e.g. increased demand for family law advice as a result of cuts to legal aid funding, increased demand for advice by telephone)

22. How important are the following in the provision of pro bono work opportunities in your law school?

	Very important	Fairly important	Neutral	Not very important	Irrelevant
Educational value					
Social justice					
Recruitment					
Engagement					
Retention					
University mission					
Student demand					
Staff interest					
Other: please specify below					

Please expand on your answers

23. Do you or your colleagues who are involved in pro bono work have any needs in terms of training or support?

- Yes
- No

If YES, please specify what training or support is required:

24. The SRA is phasing the introduction of the Solicitors Qualifying Exam in from 2021, this includes a qualifying work experience (QWE) component that may be partly satisfied by undertaking pro bono work in a clinic setting.

Does your law school have any plans to adapt its pro bono activity to take account of this?

- Yes
 No

If Yes, what? Please specify:

25. Law Schools are increasingly embracing LegalTech (including software and other e-based technology) and integrating it into legal education and practice, has this impacted on your pro bono work?

- Yes
 No

If YES, please specify what and how:

26. All law school pro bono activity, clinics and partner organisations have been impacted by the Covid-19 pandemic and restrictions. Could you tell us how your law school has responded, and what impact (if any) this has had on your pro bono programmes (e.g. offering advice remotely etc.)

27. Is there anything else you would like to tell us about your law school and/or its pro bono work?

Student survey

1. What year of study are you in? Please choose from the following

- Undergraduate Year 1
- Undergraduate Year 2
- Undergraduate Year 3
- Undergraduate Year 4
- Postgraduate - please specify course of study below

Please specify course

2. Where is your Law School based?

- East Midlands
- East of England
- London
- South East
- South West
- North East
- North West
- West Midlands
- Yorkshire and Humber
- Northern Ireland
- Scotland
- Wales

3. As far as you are aware, does your law school carry out any pro bono project/clinic work?

- Yes
- No

4. What pro bono project/clinic work does your law school do on the whole? (please select all that are applicable)

- Provide advice to clients at a pro bono clinic
- Write letters of advice
- Provide representation for clients
- Help clients to complete forms/paperwork

- Run an Innocence project/Criminal Appeals clinic (or similar)
 - Run a Streetlaw project
 - Provide support to Support Through Court
 - Other (please specify)
-

5. What pro bono project/clinic work do you do? (please select all that are applicable)

- Provide advice to clients (under supervision) at a pro bono clinic
 - Write letters of advice
 - Provide representation for clients
 - Help clients to complete forms/paperwork
 - Participate in an Innocence project/Criminal Appeals clinic (or similar)
 - Participate in a Streetlaw project
 - Volunteer with Support Through Court
 - Other (please specify)
-

6. Would you like to see your law school do some or more pro bono project/clinic work?

- Yes
- No

7. If YES, what would you like to see your law school do?

8. If NO, why not?

9. Why do you do pro bono volunteering, either at a clinic or other project?

(Please choose from as many of the following options as are applicable to you)

- to improve your CV
- to increase your chances of getting a job
- to improve your legal knowledge
- to enhance your legal skills
- to develop an understanding of professional responsibility
- to help others
- do not do pro bono volunteering

Other (please specify)

10. If you do take part in pro bono project/clinic work do you get academic credit for this?

- Yes
- No
- Not applicable (do not do pro bono work)

11. If NO , do you think you should get academic credit?

- Yes
- No

12. It has clearly been a challenging couple of months for everyone as a result of the Covid-19 pandemic and clinics not being able to operate face-to-face services and moving to offer their services remotely/online.

Have you been able to do less or more pro bono (or other volunteering) over last couple of months than you would otherwise have been doing at this time of year?

- More
- Less
- About the same

Please tell us what your experience has been during the circumstances of the pandemic:

13. Would you like to make any other comments?



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