

National Practical Legal Training Research

*Survey Research
Report*

March 2026

Prepared for: Legal Services Council on behalf of the Admissions
Committee and the Law Admissions Consultative Committee



Acknowledgment of Country



Urbis acknowledges the Traditional Custodians of the lands we operate on.

We recognise that First Nations sovereignty was never ceded and respect First Nations peoples continuing connection to these lands, waterways and ecosystems for over 60,000 years.

We pay our respects to First Nations Elders, past and present.

The river is the symbol of the Dreaming and the journey of life. The circles and lines represent people meeting and connections across time and space. When we are working in different places, we can still be connected and work towards the same goal.

Urbis is committed to incorporating our respect for First Nations cultures, peoples and storytelling in our work across the Country. We are proud to have partnered with Dharug Nation artist, **Hayley Pigram**, and to profile her artwork - **Sacred River Dreaming**.

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Confidential information has been stored securely and data provided by respondents, as well as their identity, has been treated in the strictest confidence and all assurance given to respondents have been and shall be fulfilled.

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Executive Summary

The Admissions Committee of the Legal Services Council (LSC) and the Law Admissions Consultative Committee (LACC) are undertaking a national review of Practical Legal Training (PLT), and the practical course training component of Supervised Legal Training (SLT) and Legal Traineeships (collectively referred to as PLT throughout this report). The review seeks to assess the cost, quality and effectiveness of existing arrangements and to inform potential reforms to the regulatory framework governing admission to the legal profession in Australia.

A central component of the review is the collection of evidence from the legal profession on whether current PLT arrangements are achieving their intended purpose of preparing graduates for entry into supervised legal practice. Urbis was engaged by the LSC on behalf of the Admissions Committee and LACC to design and deliver a national survey of recent graduates and supervisors of early career lawyers, and to analyse and report on the findings. Early career lawyers are defined as admitted lawyers practising within their initial two years of mandatory supervised legal practice.

This report presents the results of that research. It provides quantitative and qualitative evidence on graduates' and supervisors' experiences of PLT, including coursework and workplace experience components, perceptions of value for money, and views on the skills and values required of early career lawyers.

Research approach

The research comprised a national online survey developed collaboratively by Urbis and the LSC with separate questions for graduates (having completed their PLT in the past 10 years) and supervisors (of early career lawyers undertaking their mandatory supervised legal practice).

The surveys were distributed via State and Territory professional bodies (excluding New South Wales, where separate research was conducted in early 2025). The survey was open for five weeks from 27 October 2025.

After data cleaning and quality checks, the final sample included 1,463 graduate responses and 948 supervisor responses, with 173 respondents completing both surveys.

The data were analysed using established quantitative methods, including cross-tabulation, significance testing and correlation analysis, complemented by thematic analysis of open-ended responses.

While the overall sample is not proportionately representative for all jurisdictions, with certain jurisdictions over- or under-represented, the sample sizes and margins of error are considered acceptable for the purposes of identifying broad patterns, differences between groups and areas of concern.

Overall perceptions of PLT



The findings point to widespread dissatisfaction with PLT among both graduates and supervisors.

Over half of graduate respondents (53%) reported being dissatisfied with their overall experience of PLT, with almost one quarter reporting being very dissatisfied. Almost three-quarters (71%) were dissatisfied with the value for money of PLT, making this the single area of greatest dissatisfaction. Around two-thirds of graduates (63%) disagreed that PLT was useful in supporting the legal profession to appropriately train early career lawyers or that it prepared them for the start of their mandatory supervision period (67%).

Graduates were split on the overall time allocated to PLT, with 41% identifying the course should be considerably or slightly shorter and the same proportion (41%) saying the amount of time was appropriate.

Analysis of the elements of the PLT experience which had the strongest relationship to overall graduate satisfaction identified that dissatisfaction with PLT coursework and the lack of value for money offered had the strongest influence on graduate dissatisfaction.

PLT is a waste of time and an absolute rort given how much it costs. It is cost inhibitive for those who don't have a graduate job somewhere paying for it, and a waste of money for firms who are paying for it. Anything useful we did in PLT we did on the job anyway. There is nothing PLT taught us that we couldn't learn on the job or at university.

–Graduate

Supervisors expressed mixed but generally negative views. Fewer than half (43%) were satisfied with the skills of early career lawyers at the start of supervision. While supervisors were somewhat more positive than graduates about the role of PLT, almost half (47%) disagreed that PLT was useful in bridging the gap between academic study and legal practice.

Has PLT developed into another administrative step divorced from the reality of legal practice for which it is meant to prepare graduates?

–Supervisor

PLT Coursework



Almost half of graduates (46%) were dissatisfied with the structure and content of PLT coursework. Graduates consistently described coursework as repetitive of university studies, lacking academic rigour, and offering limited practical value. Assessments were commonly characterised as template-based or “box-ticking” exercises that did not reflect the realities of legal practice.

The PLT was in many ways a waste of my time. In the coursework I learned lots of things I haven't used once in the two years since admission and have now forgotten. And there was lots that the coursework covered that I already knew because I'd been working at law practices for 2 years at that point.

–Graduate

Graduates were generally more satisfied with the teaching of compulsory subjects covered during PLT than the overall coursework structure or content. Just over half of graduate respondents (51%) were satisfied with the coursework delivery methods, however this was influenced by graduates who completed their PLT in-person, with these respondents reporting significantly higher satisfaction (78%).

Graduates suggested less time be allocated to coursework, but those who completed coursework primarily in-person reported substantially higher satisfaction across almost all measures than those who completed coursework online or in hybrid formats. Online delivery was frequently criticised as poor value, particularly where it relied on static, self-directed materials. Graduates who completed the course full-time also had higher levels of satisfaction.

Graduates reported a lack of coursework focus on the practical skills of being a lawyer, with differences in opinion on what should be taught across different legal sectors. However, core soft skills such as client communication and management, negotiation and working with others were often cited as being a necessary focus.

Two-thirds of supervisors (69%) agreed that there was a need for curriculum-based training for early career lawyers, with several reflecting the importance of on-the-job training and experience in the development of practitioners starting their career.

Workplace experience

Workplace experience was the most positively regarded component of PLT. Sixty per cent of graduates were satisfied with this component overall, and supervisors generally agreed that workplace experience is important in supporting skill development.



A very large proportion of graduates had previous legal sector experience, with almost three-quarters (72%) of respondents reporting having worked as a paralegal or similar prior to commencing PLT studies. Only 12% of respondents reported having not worked in legal or other professional service roles prior to PLT. A similar proportion of respondents (80%) reported working in the legal profession while undertaking their PLT coursework, with two-in-five (40%) in graduate positions and almost one-quarter (24%) working as a paralegal.

Those graduates with previous legal experience were generally satisfied with the usefulness of PLT workplace experience compared with their previous experience (60% net satisfaction). This view was shared by supervisors, with 73% agreeing that PLT workplace experience supports graduates to develop their legal skills.

I gained far more understanding of what was actually involved in practice from performing the work placement than anything I was 'taught' during the PLT coursework.

–Graduate

Graduates also reported generally high satisfaction with the supervision and tasks they were assigned (68% and 71% net satisfaction respectively) with almost half of respondents suggesting that the right amount of time was allocated to this component (46%). The 30% of respondents who suggested more time be allocated were more likely to have completed 15 days or less full-time equivalent (FTE) of workplace experience or to have only worked at their PLT employer for their workplace experience component.

There was variation in the tasks undertaken by graduates with those in private practice and community legal centres generally reporting the widest exposure to different tasks. Graduates who reported undertaking more tasks were generally more satisfied with the work they were asked to complete.

Graduates did, however, raise some concerns about workplace experience including limited supervision, narrow task exposure or being allocated primarily administrative work. Short or transactional placements were reported as reducing both the learning outcomes for graduates and incentives for employers to invest in training.

While most graduates received full pay for their PLT workplace experience (70%), over one-quarter of respondents reported undertaking unpaid or reduced rate placements (27%). Most of these respondents reported a moderate to severe impact on their financial situation (70%). It was suggested that unpaid placements could create a barrier to entry into practice and reduce the diversity within the profession, disadvantaging those who do not have existing relationships within the profession or were not able to work during their studies.

I think the practical elements of the work experience are extremely important. I learnt more on my placement than I did during the coursework aspect of PLT. However, I think completing 75 days worth of placement (noting that most of that can be backdated) can be extremely difficult and time consuming for people to achieve if they do not already have a contact in the legal profession or work in a law firm.

–Graduate

Some respondents suggested that workplace experience could be included earlier, within university studies to expose students to the practical realities of the profession, while others recommended a return to an articulated clerkship to support on-the job learning.

The general consensus in the profession is that the coursework component of PLT is a bit of a joke in the sense it is pass/fail and largely unhelpful. Most of the coursework has already been covered in university. The work experience component is useful and practical. The general consensus is that articles were much more useful and clerks were better prepared for practice than PLT grads.

–Graduate and Supervisor

Legal skills and values

Graduates rated almost all identified legal skills, communication skills, work management capabilities and ethical obligations as important for entry-level practice, particularly plain English communication, professional ethics and client engagement. Skills which received a lower rating of importance tended to be technical skills that are of specific relevance to certain areas of practice.



Supervisors reported that many of these skills were not consistently demonstrated by early career lawyers at the start of supervision. Only professional courtesy and legal research were commonly reported by supervisors as being demonstrated often or always. Skills such as drafting, negotiation, client advice, file management and business practice were frequently reported as being demonstrated rarely or only sometimes.

I expect lawyers (especially in the first year of the graduate program) to be very green ... However, I do expect them to be able to read and write clearly, how to do legal research, have attention to detail and have a willingness to learn. Unfortunately, over the last few years I have noticed a deterioration in even those basic skills. I have noticed that basic computer skills are also lacking, which I also find surprising.

–Supervisor

Most skills and values were identified by both graduates and supervisors as being appropriate to be taught across all stages of legal training. Work management was an exception, with skills such as working independently, client file management and risk management being most commonly identified as being appropriate to be taught within PLT or mandatory supervised practice.

Respondents generally agreed with the list of skills and values provided, however, some specific requirements or skills were identified. Many of these were unique to certain legal sectors, however, use of legal technology and appropriate utilisation of Artificial Intelligence (AI) was also identified as important within modern legal practice.

Noteworthy differences in the experience of PLT

Analysis of the differences in respondents' experience of PLT based on observed characteristics was undertaken. This identified several differences including:



- Respondents who completed their PLT within Tasmania reported markedly more positive experiences across almost all measures, suggesting that scale, integration and local implementation settings may materially influence the experience of PLT.
- Graduates with prior or concurrent legal work experience reported a poorer experience with both the coursework and workplace experience components of PLT.
- Those who completed their PLT in-person were more satisfied with their experience.
- Satisfaction with PLT varied by the size of firm graduates worked in for their PLT workplace experience or mandatory supervised practice. Generally, those working in smaller organisations were more satisfied and those working for large employers of 50 or more practitioners were less satisfied.

Implications

Taken together, the findings suggest that current PLT arrangements are not meeting the expectations of graduates or employers and are not delivering consistent value for money. Dissatisfaction is concentrated in the design, content and delivery of coursework, while PLT workplace experience is valued but inconsistently delivered and raises equity concerns.



Implications of the findings of this research include:

- Refocus PLT towards more applied learning
- Clarify what PLT can and cannot realistically achieve
- Prioritise interactive teaching for core skills and, where possible, in-person delivery
- Make equity a guiding principle in the design of any reform of PLT
- Shift from “one-size-fits-all” to a modular and differentiated model of training
- Increase emphasis on high-quality, structured workplace experience
- Rebalance the focus on different skills and values taught within PLT
- Future-proof the curriculum.

Each of the implications are supported by a number of potential actions for consideration to support the reform of early career lawyer training.

Research overview

National review of Practical Legal Training

The Admissions Committee of the Legal Services Council (LSC) and the Law Admissions Consultative Committee (LACC) are undertaking a national review of practical legal training (PLT). The objectives of the review are to:

- Undertake a national review of PLT, particularly incorporating issues of cost and quality, and
- Develop and consult on proposals to amend the regulatory framework to the extent necessary to give effect to the recommendation of the review.¹

A key part of the review was to seek the perspective of the legal profession, via a national survey of solicitors, on new lawyer skills and values, delivery of PLT and workplace experience.

Urbis was engaged by the LSC on behalf of the Admissions Committee and LACC to undertake this research and report on findings from this survey.

Research methodology

Survey development and distribution

The questionnaire was developed by Urbis in collaboration with the Admissions Committee and LACC. The questionnaire contained two sub-surveys, one for graduates (graduate survey) and another for supervisors of graduates (supervisor survey).

The survey contained a combination of closed and open-ended questions. The full questionnaire can be found in Appendix C.

The graduate survey was open to legal practitioners who had completed PLT, Supervised Legal Training (SLT) or a Legal Traineeship in the past ten years, and included questions on:

- Satisfaction with PLT, SLT or Legal Traineeship
- Timing of teaching competencies and importance of specific competencies
- Delivery of PLT, SLT or Legal Traineeship
- PLT workplace experience
- Demographics.

The supervisor survey was open to legal practitioners who had supervised early career lawyers during their mandatory supervision period in the past ten years, and included questions on:

- Satisfaction of early career lawyer skills
- Timing of teaching competencies and the extent to which they are demonstrated by early career lawyers
- PLT workplace experience
- Demographics.

The survey was programmed by Urbis and hosted on the online survey software QuestionPro.

The Admissions Committee and the LACC requested the assistance of State and Territory organisations who issue practising certificates to solicitors and barristers to distribute the survey directly to current legal practitioners (both solicitors and barristers). Organisations shared the survey using the communication channels that were most practical within their existing systems. They were provided standardised messaging regarding the survey, with the primary recommendation that surveys were distributed via email as a standalone communication. Alternative options for distribution included inclusion of the link and messaging as part of a regular newsletter sent to legal

¹ Legal Services Council Research Brief

practitioners, or promotion via the organisation's website, social media or other email/media communications. Reminder messages were also suggested to these organisations to boost the response rate.

Distribution excluded New South Wales as the Legal Profession Admission Board in New South Wales ran a separate survey on PLT in February 2025.

The survey was open from Monday 27 October 2025 to Monday 1 December 2025.

Data cleaning

A total of 1,954 responses were received for the graduate survey, while there were 1,112 total responses to the supervisor survey. Survey data was cleaned prior to analysis. For both surveys, this included:

- Removing blank responses
- Removing data where respondents were screened out due to ineligibility. This included two responses where participants indicated they were eligible but their open-ended responses indicated otherwise (e.g., had not supervised or supervised overseas).
- Removing primarily incomplete responses – to maximise the amount of available data, responses were included in the sample if they completed up to Q40 in the graduate survey, and up to Q13 in the supervisor survey. These cut-off points were decided through analysis of common drop-off points and consideration of the risk of removing data that answers key research questions.
- Back coding survey responses. This process involved reviewing responses to 'Other, please specify' question options and allocating these responses into the original question options where appropriate.

Data quality was also screened prior to analysis to ensure the veracity of data analysed. This included:

- Checking for duplicate IP addresses for evidence of duplicate responses
- Checking the length of time taken to complete each survey to identify those completing it in a particularly short time (suggesting automated responses)

- Checking for nonsensical, gibberish or off-topic open ended responses
- Checking for straightlining where respondents select the same answer (e.g., Strongly Agree) for many questions.

One respondent was removed from the supervisor survey sample for repeatedly selecting 'I'm not sure' answer options. There were no other data quality issues identified.

Following data cleaning, there were n=1,463 responses to the graduate survey and n=948 responses to the supervisor survey.

There were n=173 respondents who completed both surveys. As not all respondents completed every question of the survey, the base size (the total number of respondents who answered every question) has been reported throughout this report.

Data analysis

Quantitative survey results were analysed in the statistical software SPSS. Each survey was analysed separately.

Cross-tabulation and chi-square tests, at the 95% significance level, were used to identify statistically significant differences between groups of respondents. Kendall tau-b correlation analysis at the 95% significance level was undertaken on some graduate survey data to understand correlation between overall satisfaction with PLT and satisfaction with PLT components.

Several of the questions within the survey asked for respondents to rate their level of agreement or satisfaction on a five-point scale – Strongly disagree/dissatisfied, Disagree/dissatisfied, Neither agree nor disagree/Neither satisfied nor dissatisfied, agree/satisfied, strongly agree/satisfied. To provide a clear and concise summary of overall sentiment, levels of agreement or satisfaction have been reported as 'net' results, making it easier for readers to understand the balance of opinion at a glance. Noteworthy differences between the categories combined to create the net scores have been identified throughout this report.

Qualitative responses were analysed in Microsoft Excel using a thematic coding framework.

What is significance testing?

Significance testing is a statistical method used to determine if the observed differences/correlations between groups are likely to be genuine or if they could have occurred by chance. It involves calculating a p-value, which indicates the probability that the observed results could have happened under the null hypothesis (i.e., no real difference exists). A p-value less than the chosen significance level (within this report $p < 0.05$, corresponding to a 95% confidence level) suggests that the observed results are statistically significant. This means they are unlikely to have occurred by random chance alone. Larger sample sizes generally increase the likelihood of detecting significant differences, as they provide more reliable estimates and reduce the impact of random variation.

Testing of significance does not indicate the size or importance of the difference, merely that a difference exists.

How is it used throughout this report?

In the body of this report, significance testing is reported only as general trends without the mention of specific significant differences between groups and their values, to support readability. These findings are identified by the icon below.



Noteworthy significant differences between groups are reported in Section 6 with data tables and additional differences provided in Appendix B. A number of significant differences were identified throughout the data, however analysis was undertaken to identify recurring difference among groups and differences between groups with sample sizes greater than $n=30$. These have been included in reporting.

Limitations

The following limitations should be considered when reading this report:

- The findings in this report are based on responses to the surveys and therefore represent the profile and views of survey respondents only.
- Findings in this report are largely quantitative and complemented by responses from a small number of open-ended survey questions. While findings can provide insights into key trends, differences between groups and correlations, they cannot fully explain key respondent motivations, behaviours and opinions.
- For the graduate survey, a sample of $n=1,463$ and an estimated population of 27,500 graduates with 10 years or less since admission to the profession in all states and territories apart from New South Wales² equates to a response rate of around 5%. This results in a degree of sampling error at the 95% level of statistical confidence of ± 2.5 percentage points. That is, there is a 95% probability that the percentage results will be within ± 2.5 percentage points of the results that would have been obtained if the entire population had responded. The margin of error is considered acceptable for survey research, indicating a high level of reliability in the results.
- For the supervisor survey, we do not accurately know the population number of supervisors. We estimated this using data from the 2024 National Profile of Solicitors, with the key assumption that anyone outside of the mandatory supervision period (first 2 years of practice) could be a supervisor. Estimates indicate a population of around 47,410 legal practitioners with more than 2 years of post-admission experience.² This figure excludes New South Wales -based practitioners because the survey was not distributed to current New South Wales legal practitioners. With the sample $n=948$, this results in a margin of error of ± 3.2

² Based on data reported in the 2024 National Profile of the Legal Profession. Urbis (2025) available at <https://www.lawsociety.com.au/sites/default/files/2025-06/2024%20National%20Profile%20of%20Solicitors%20-%20Final.pdf>

percentage points. This is generally considered acceptable for survey research.

- The overall sample does not contain a proportionately representative sample for some states and territories. QLD, Victoria and ACT are underrepresented and WA is overrepresented. The opinions and experiences of respondents from WA will therefore have a greater impact on the overall results.
- Some questions have not been answered by everyone, therefore base sizes differ between questions. Base sizes for all questions have been reported throughout this report.
- Some subgroups have a small sample size (n=30 to n=50) while others are too small for meaningful comparison (less than n=30). Findings related to these subgroups should be interpreted with caution. Differences between very small subgroups during analysis are not reported where substantially limited by sample size. Sample size considerations have been included in reporting where appropriate.
- The survey was not distributed to legal practitioners currently working in New South Wales. Despite this, a very small number of respondents indicated doing their PLT in New South Wales (n=69 in total) or supervising in New South Wales (n=21). This likely occurred due to practitioners moving states since their PLT/supervision. These respondents have been retained in the sample.
- Results from this survey cannot be directly compared with those from the New South Wales PLT Research (see page 14), due to differing survey design, areas of inquiry and samples. Observed similarities and differences between findings in this report and the New South Wales PLT Research have been noted throughout this report but should be interpreted with caution.
- Survey research such as this can help identify patterns in responses but cannot fully explain the reasons or context for these responses. Where possible, open-ended responses have been used to illustrate or expand on quantitative findings, but these should not be interpreted as a comprehensive picture of the views of all respondents.

New South Wales PLT Research

In late 2024, the New South Wales Legal Profession Admission Board (LPAB) engaged Urbis to undertake survey research of solicitors within New South Wales. The survey sought to provide evidence regarding the experience of PLT in New South Wales. The full report is available on the [NSW Supreme Court website](#). In response to the research, the LPAB issued a [Discussion Paper on PLT reform](#) which outlines some options for the reform of PLT.

Findings of graduate survey

- Highest levels of agreement were reported for usefulness of work experience and PLT resources, manageability of course workload and quality and teaching methods of initial live workshops.
- Highest levels of disagreement reported related to PLT being reasonably priced, intellectually challenging, the usefulness of compulsory subjects and the overall quality and methods of teaching across the course.
- Key differences across PLT experience included the size of firm in which graduates were working and the time since completing PLT.
- PLT was reported to be a box-ticking exercise, lacking relevance to legal practice. Material taught was sometimes noted to be out of date and did not reflect a current understanding of the legal process.
- Face-to-face learning was preferred to online delivery methods, with online delivery methods being reported to lack depth and not support critical thinking or active engagement with learning material.
- A lack of academic rigour was reported. Several respondents noted the course was hard to fail with many assessments relying on rote learning or repeated from previous years, and some inconsistency in oral examinations or contradictory advice from lecturers was also reported.
- Work undertaken during study was reported to be the most useful, although some respondents who had prior legal work experience questioned the value of the PLT work experience component as they felt it provided similar learning to what they had already received from work. Other respondents also reported inappropriate administrative tasks and lack of supervision being provided during work experience, or graduates being attracted to unpaid placements on the understanding of resulting paid work that never occurred.
- The unpaid nature of some placements was sometimes reported to lead to financial strain and limit diversity. Some respondents reported an

additional financial burden of having to undertake additional study and unpaid work experience.

- Disparities in employer-funded PLT were reported to steer new lawyers towards private practice, deepening existing workforce imbalances across practice areas.

Findings of the supervisor survey

- Dissatisfaction with the skill level of entry-level practitioners was prevalent. Four in five respondents reported needing to often or always supplement PLT to support staff to perform entry-level tasks.
- There was variation in the competence reported by entry-level practitioners across various legal tasks. Legal research skills, ethical decision-making and written communication were the skills most commonly reported as being demonstrated. Competencies in drafting advices and dispute resolution skills were the least commonly identified.
- Supervisors from firms with large numbers of PLT graduates generally reported a more positive experience of entry-level practitioners.
- Supervisory respondents reported PLT graduates were not always adequately prepared for the realities of work. Concerns were expressed regarding the lack of practical skills demonstrated by graduates with some respondents questioning if a lack of depth within PLT coursework was providing insufficient depth of knowledge regarding legal practice. Some respondents queried the role of PLT, suggesting work experience is a more appropriate platform to support PLT.
- Certain skills were commonly reported as not being sufficiently taught through PLT, including drafting and writing, interpersonal communication, research and analytical skills, ethics and professional conduct, and time management.
- Many supervisors reported that practical legal skills were better taught on the job, however some respondents expressed concerns regarding the capacity of smaller firms to provide the necessary supervision compared with larger firms who have more resources available to support early-career practitioners.

Urbis (2025) The Legal profession's experience of Practical Legal Training. Accessed via https://supremecourt.nsw.gov.au/documents/media/PLT_Report_web.pdf

This report

This report has been separated into sections based on key areas of inquiry. Each section contains a combination of findings from the graduate and supervisor survey, with triangulation of quantitative findings from the closed questions and open-ended qualitative comments.

Notes on terminology

The survey was open to graduates or supervisors of graduates who completed:

- Practical Legal Training (PLT)
- Supervised Legal Training (SLT)
- A Legal Traineeship.

Survey wording and logic were tailored to the type of practical legal training graduates completed. For example, questions about PLT workplace experience were only asked of graduates who completed PLT and excluded those who did SLT or a Legal Traineeship.

Where findings relate to the broad group of respondents who completed either PLT (coursework and workplace experience), or some aspects of the coursework component of PLT as part of SLT or Legal Traineeship, the term PLT is used.

The descriptors 'SLT' or Legal Traineeship' are only used where findings are focused on the specific training type or in a direct quote from survey respondents.

1

*Respondent
profiles*

1 Respondent profiles

Graduate survey

Total number of respondents

1,463

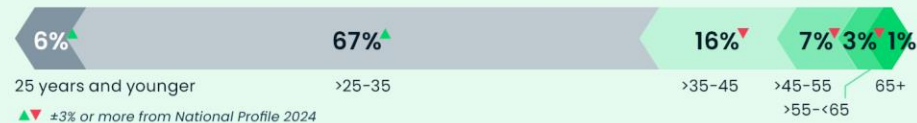
to the graduate survey

Respondents made up approximately

5% of solicitors across Australia (excl NSW) with 10 years or less of experience

Age

(n=1,265)



Gender

(n=1,270)



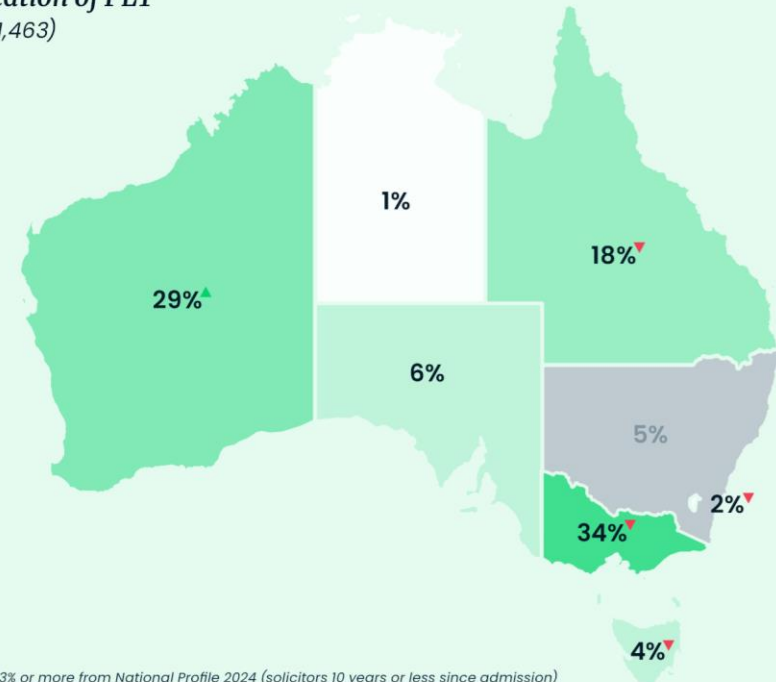
Years since admission*

(n=1,435)



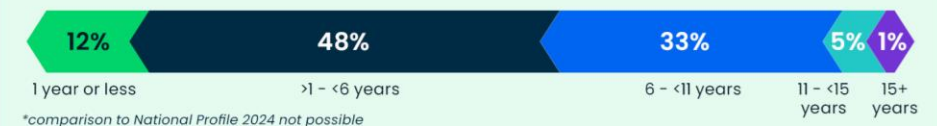
Location of PLT

(n=1,463)



Years since graduation*

(n=1,463)



On average, graduates completed PLT **1.2 years** after graduation from their university law degrees

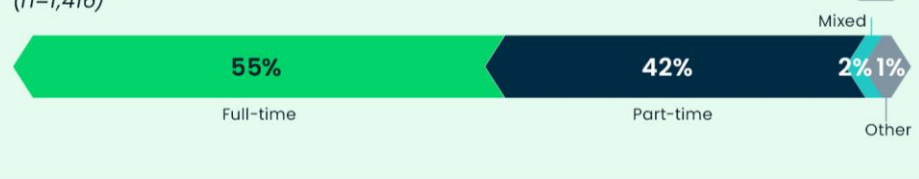
How was PLT completed*

(n=1,463)



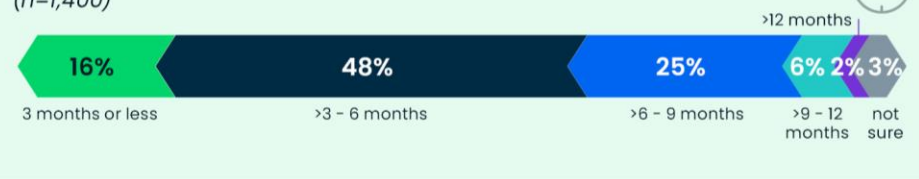
Study Load*

(n=1,416)



Time to complete PLT coursework*

(n=1,400)



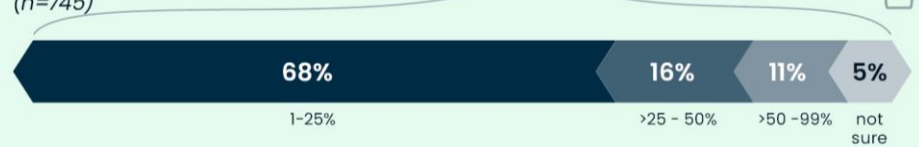
Delivery method*

(n=1,416)



Hybrid delivery percent in person*

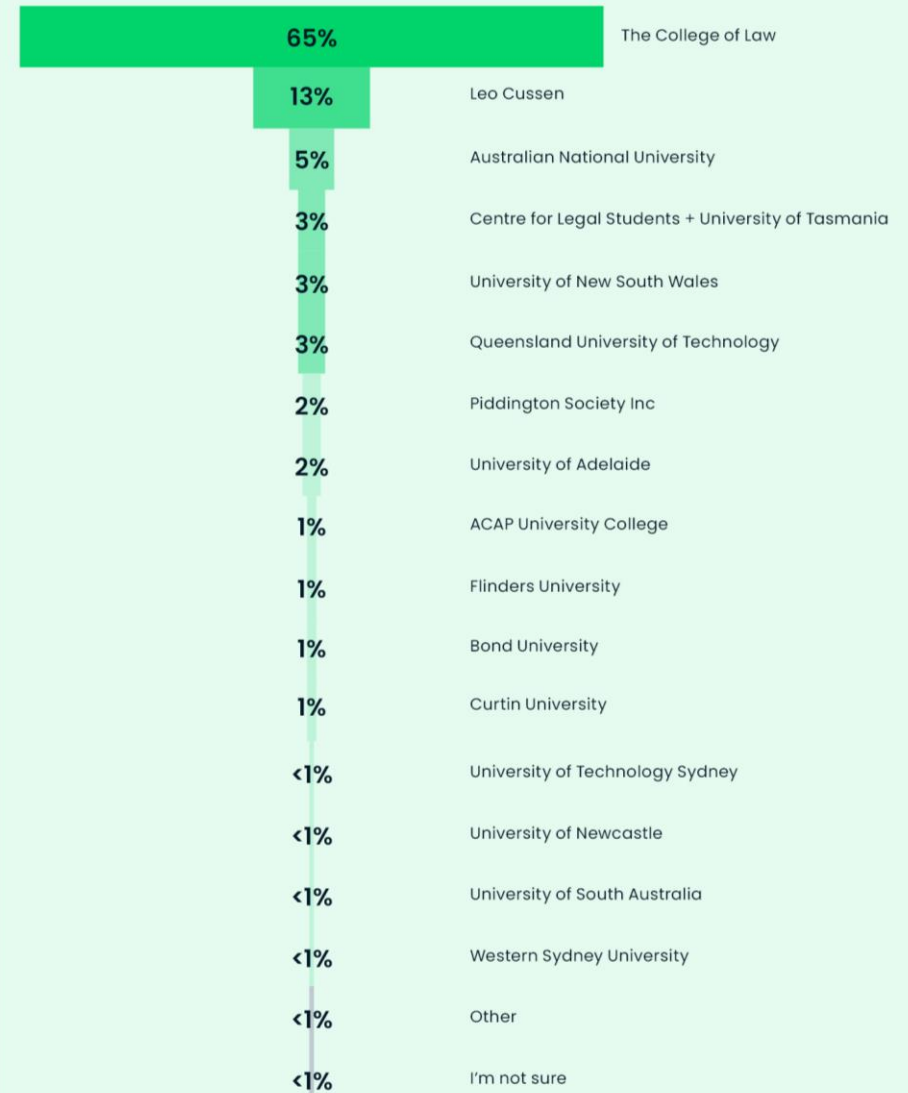
(n=745)



*comparison to National Profile 2024 not possible

PLT Provider*

(n=1,463)



Sector of practice

(n=1,416)



PLT workplace experience



Mandatory supervision period



▲ ▼ ±3% or more from National Profile 2024 (solicitors up to 10 years since admission)

Firm size (employees)*

(n=1,416)



PLT workplace experience

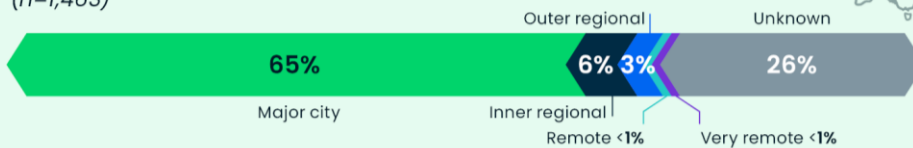


Mandatory supervision period



Regionality of work experience firm*

(n=1,463)



*comparison to National Profile 2024 not possible

Top 10 areas of practice*

(n=1,252) Multi-response, will not sum to 100%

- 1 **32%** Commercial law
- 2 **31%** Civil litigation
- 3 **28%** Criminal law
- 4 **27%** Litigation - general
- 5 **22%** Criminal law
- 6 **17%** Advocacy
- 7 **17%** Corporate law
- 8 **16%** Administrative law
- 9 **15%** Wills and estates
- 10 **15%** Employment/industrial law

Supervisor Survey

Total number of respondents

948

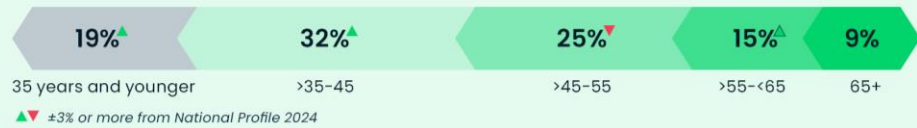
to the supervisor survey

Respondents made up approximately

2% of solicitors across Australia (excl NSW) within 2 or more years of experience

Age

(n=758)



Gender

(n=767)



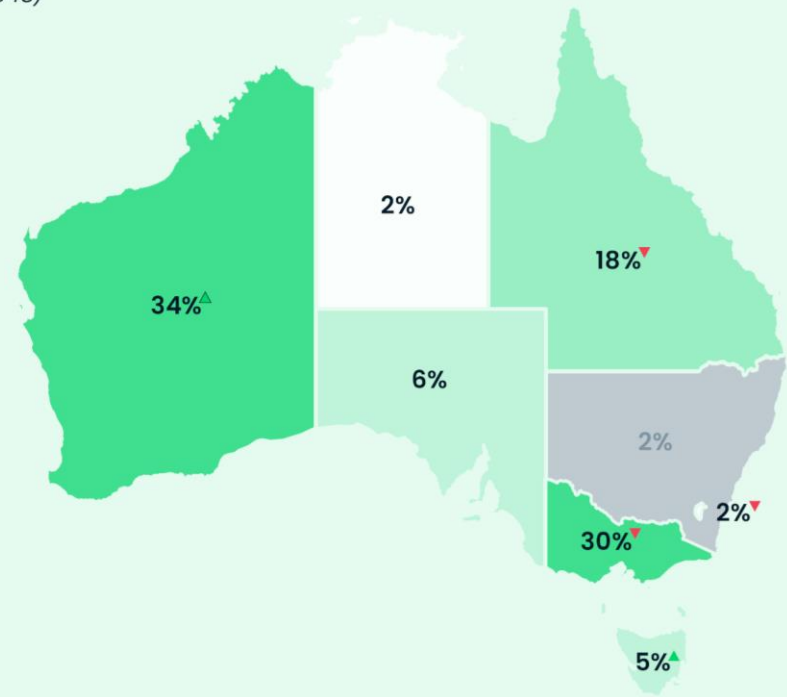
Years since admission

(n=948)



Location

(n=948)



Region*

(n=948)



Sector of practice*

(n=948)



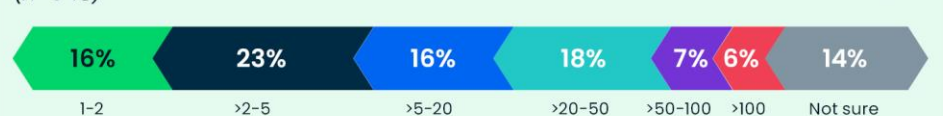
Firm size (employees)*

(n=948)



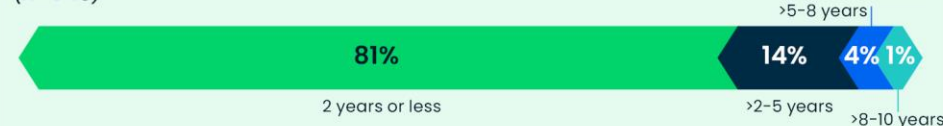
Number of early career lawyers employed in past 5 years*

(n=948)



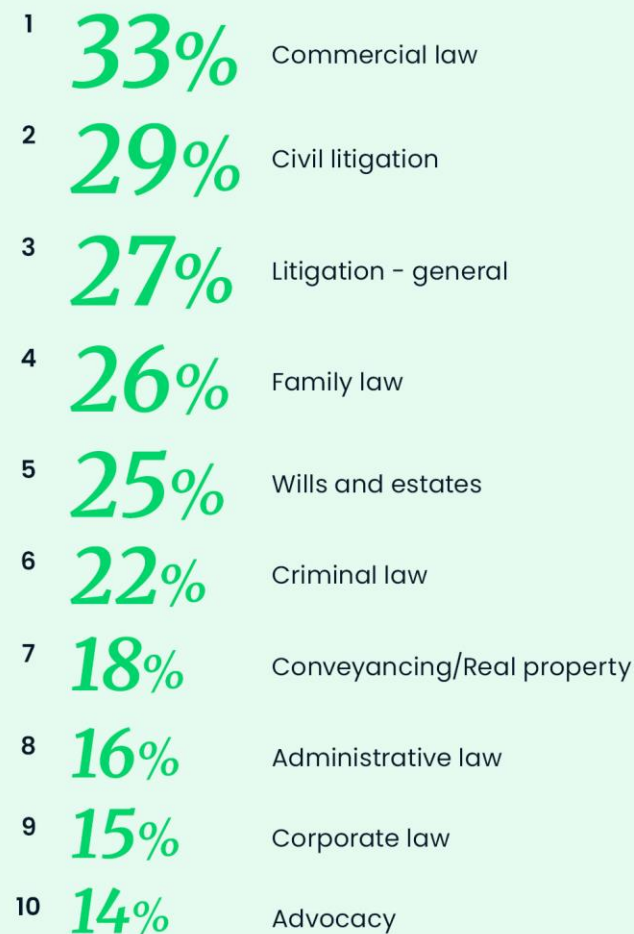
Time since supervision of early career lawyer*

(n=948)



Top 10 areas of practice*

(n=948) Multi-response, will not sum to 100%



*comparison to National Profile 2024 not possible

Type of PLT undertaken by early career lawyers supervised*

(n=932) Multi-response, will not sum to 100%



94%

PLT

11%

SLT

2%

Legal traineeship

2%

Not sure

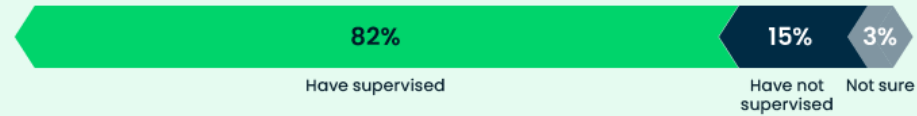
Employer funded PLT*

(n=949)



Supervision of PLT workplace experience*

(n=785)



*comparison to National Profile 2024 not possible

2



*Overall
satisfaction*

2 Overall satisfaction

Key findings

- Graduates reported high levels of dissatisfaction with their experience of PLT and the usefulness of the training in preparing them to commence their career.
- Graduates were more satisfied with the workplace experience component of PLT compared with the coursework component. Overall dissatisfaction with PLT correlated strongly to experience of course work which was viewed as repetitive, lacking rigour and offering limited practical value.
- Almost three in four graduate respondents reported that PLT did not provide value for money.
- Views of graduates were split regarding the appropriate length of time required to complete PLT.
- Supervisors have varying views regarding the usefulness of PLT in training early career lawyers, however a negative perception that PLT was not useful in preparing graduates for the start of their mandatory supervision period was most common.
- Fewer than half of supervisors were satisfied with the skills of early career lawyers they had supervised at the beginning of their mandatory supervision period.

Graduates reported high levels of dissatisfaction with PLT

Over half (53%) of graduate respondents reported being dissatisfied with their experience completing pre-admission training (PLT). This includes one in four (24%) graduate respondents who reported being very dissatisfied with their experience.

Figure 1 Overall satisfaction with the experience completing PLT/SLT/Legal Traineeship (n=1,463)



Q: Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?

Analysis of open-ended responses indicated graduates were largely dissatisfied with aspects of PLT coursework, including its delivery structure, rigour of assessment tasks and quality of teaching. Respondents noted PLT workplace experience was beneficial in some circumstances, however highlighted some limitations in terms of usefulness relative to prior workplace experience. The cost of PLT was considered very high relative to its practical value.

Key differences in overall satisfaction based on respondent characteristics are discussed in Section 6.

Graduates generally felt that PLT was not useful in preparing early career lawyers to commence their legal career

Graduate respondents had high levels of disagreement related to statements about the role of PLT in preparing early career lawyers for practice in the legal profession. Almost two-thirds of graduate respondents (63%) disagreed that PLT was useful in supporting the legal profession to appropriately train early career lawyers.

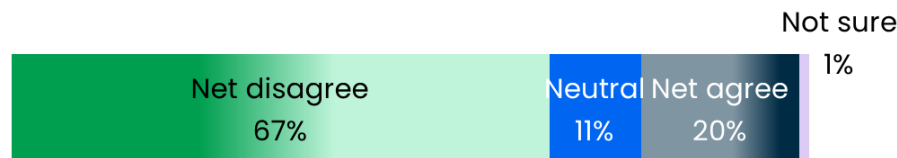
Figure 2 Usefulness of PLT/SLT/Legal Traineeship in training early career lawyers (n=1,463)



Q: To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?

A slightly higher proportion of respondents (67%) disagreed that PLT prepared them for the start of their mandatory supervision period.

Figure 3 Extent that PLT/SLT/Legal Traineeship prepared graduate respondents for the start of the mandatory supervision period (n=1,463)

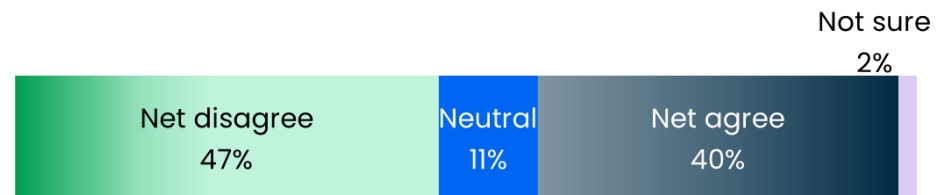


Q: To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?

Supervisors were split regarding the usefulness of PLT

Supervisor respondents had mixed views regarding the usefulness of PLT in bridging the gap between academic studies and entering the legal profession. Almost half of all respondents (47%) disagreed PLT was useful, while a slightly lower proportion (40%) agreed. This indicates slightly more positive views about PLT relative to sentiment from surveyed graduates, but a strong prevalence of negative perceptions amongst supervisor respondents.

Figure 4 Usefulness of PLT/SLT/Legal Traineeship in bridging the gap between academic studies and entering the legal profession (n=948)



Q: To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in bridging the gap between academic studies and entering the legal profession?

Mixed sentiment was also demonstrated in comments from supervisors. Many commented that law graduates were largely unprepared to practice, with some gaps in technical and soft skills noted. Some of these respondents pointed to a failure of existing PLT structures in building required professional capability in law graduates, also pointing to a lack of applied learning and practice in university studies. In these cases, respondents saw a role for PLT in bridging the gap between academic studies and entering the legal profession, however disagreed that PLT in its current form met these expectations.

There is a significant disconnect between what PLT should be teaching and the skills graduates actually possess. As an employer, I am consistently dissatisfied.

-Supervisor

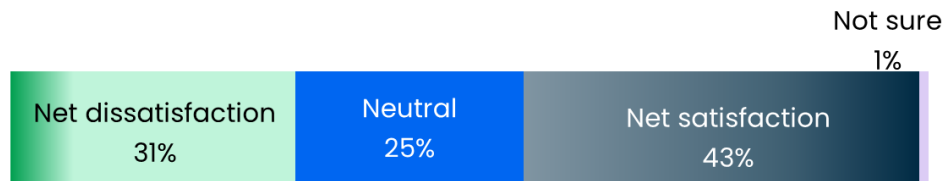
University teaches students the basics of law, how to write and research. Early career lawyers need PLT. They need somewhere that they can learn practical skills outside their workplace where they are free to learn and make mistakes without being worried about what their employer will think and any consequences in relation to future work that they receive.

-Supervisor

Less than half of supervisors reported being satisfied with the skills of early career lawyers

Just over two-in-five surveyed supervisors (43%) reported being satisfied with the skills of the early career lawyers they supervised at the start of their mandatory supervision period. Conversely, around one-third of respondents (31%) were dissatisfied with the skills of early career lawyers.

Figure 5 Overall satisfaction with the skills of early career lawyers (n=948)



Q: Overall, how satisfied are you with the skills of early career lawyers you have supervised at the start of their mandatory supervision period?

This variation may be reflective of differing expectations of early career lawyers at the start of their mandatory supervision period as well as differences in the skills of early career lawyers themselves.

Qualitatively, some supervisors reflected on varying skills and values of early career lawyers they have supervised, attributing this to factors such as personality, previous work experience and the quality of their academic education, including PLT.

It's a mixed bag, some are fantastic and some are hopeless. The good ones appear to have had a strong working background and demonstrate good basic skills and commonsense. The average ones are pretty hopeless and require a huge amount of training including in spelling and grammar.

-Supervisor

Unless they have worked in a law firm as a paralegal or clerk, they have absolutely no idea about the business of providing legal services.

-Supervisor

Graduates reported higher satisfaction regarding PLT workplace experience but lower satisfaction for coursework

Graduate respondents completing PLT were more satisfied with the workplace experience component of their training than the skills and capabilities taught in coursework. Three in five respondents (60%) were satisfied with the workplace experience component.

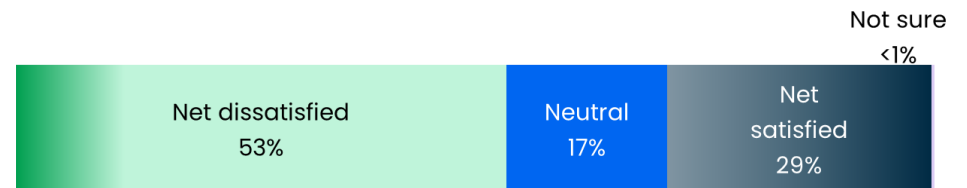
Figure 6 Satisfaction with the workplace experience component of PLT (n=1,416)



Q: How satisfied are you with the following parts of your PLT?

Conversely, just over one-quarter of respondents were satisfied with the skills and capabilities taught in coursework (29%) with over one-half (53%) of respondents reporting dissatisfaction.

Figure 7 Satisfaction with the skills and capabilities taught in coursework (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship?

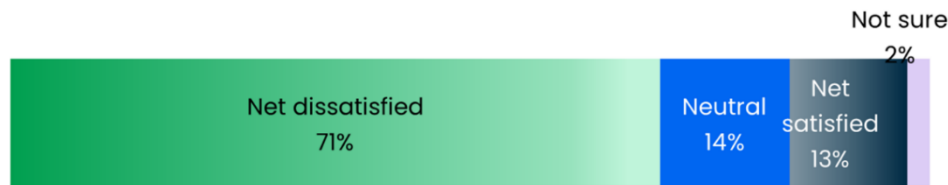
This was also reflected in comments from graduates. Respondents highlighted the content covered in the coursework was duplicative of university studies, repetitive and did not adequately support the development of practical skills. On the other hand, they highlighted the relative value of PLT workplace experience in supporting skill development in a workplace environment.

Further analysis of satisfaction with specific PLT coursework and workplace experience components is included in Sections 3 and 4.

There were very high levels of graduate dissatisfaction regarding the value for money of PLT

Almost three in every four graduate respondents (71%) were dissatisfied with the value for money of PLT with 46% reporting being very dissatisfied. This was the component of PLT with the highest reported dissatisfaction among graduates.

Figure 8 Satisfaction with PLT/SLT/Legal Traineeship's value for money (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship?

Many graduates reiterated their dissatisfaction with PLT's value for money in open-ended responses. They primarily cited the cost as excessive relative to the value of education provided in PLT.

PLT is not serving its intended purpose. In my view, PLT aims to bridge a gap between how law is taught in university, and how law is practised. In order to do that, it delays law graduates from obtaining meaningful employment and costs them over \$10,000 without offering any meaningful education or experience in return.

-Graduate

These respondents often compared the coursework component to education provided in university studies and highlighted a lack of academic rigour in PLT coursework. Some also questioned the separation of PLT coursework content from university studies and advocated for the integration of current PLT coursework content into university courses.

Much of the content repeated material already covered in my law degree, with limited new learning. While some components – such as locating and completing court forms, and considerations when working with clients – were useful, these could be more appropriately embedded within the university curriculum ... In my view, the requirement to complete PLT before admission imposes a substantial

and unjustified financial burden on students. The program offers minimal additional value beyond university education and professional experience.

-Graduate

Many respondents who had previous legal experience commented that completion of PLT added limited value relative to the skills they had built through on-the-job learning. This is discussed further in Section 4.

Some respondents also drew attention to the implications of PLT's actual cost on their personal circumstances, specifically PLT compounding on existing debt or financial burden accumulated through the completion of a law degree. This was noted to exacerbate inequality and delay admission to the profession for some.

PLT felt like a box-ticking cash grab exercise and didn't enhance my learning in any considerable way ... It also further exacerbates the inequality between well-connected, higher socio-economic law students who seem to make up the majority of graduates in large commercial firms who pay for their graduates' PLT, and other equally competent students who miss out on those jobs and have to self-fund.

-Graduate

I had to take out a personal loan (which I am still repaying) and borrow money from a family member to afford it, as my FEE-HELP loan limit had been exhausted by the (considerable) cost of my Juris Doctor degree. As someone who had fairly extensive experience in legal support roles prior to completing PLT, I found that for the extra cost of a graduate diploma, PLT really didn't add much value to the knowledge I'd already gained from my JD and work experience.

-Graduate

Where provided, commentary on the financial impact of workplace experience was largely related to unpaid workplace experience. The financial impact of PLT workplace experience is explored in further detail in Section 4.

Graduate satisfaction with PLT coursework and value for money was correlated with overall satisfaction with PLT

Analysis of correlation between ratings of overall satisfaction and each of the PLT components indicated satisfaction with some components were strongly correlated with overall satisfaction.

Table 1 shows the results of correlation analysis. Correlation coefficients (r_b) indicate the strength and direction of the relationship between two variables. A coefficient of 0 indicates no relationship, while 1 indicates a perfect correlation. A positive coefficient means the variables move in the same direction (i.e., as satisfaction with one component increases, so does overall satisfaction).

The findings indicated graduate ratings of overall PLT satisfaction were strongly correlated with ratings of satisfaction with:

- The skills and capabilities taught in the coursework
- Coursework structure and content
- The value for money.

That is, as ratings for these three components increased, so did ratings for overall satisfaction with PLT.

Conversely, there was only a weak correlation between overall satisfaction and satisfaction with PLT workplace experience. This suggests that while workplace experience is a valued element of PLT, it may have less direct influence on graduates' overall satisfaction compared with the quality, structure and perceived value of the coursework.

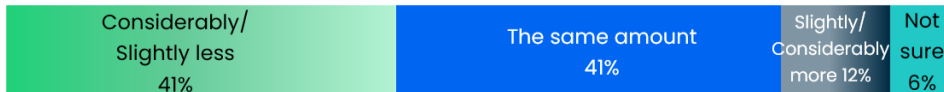
Table 1 Correlation between overall satisfaction and satisfaction with each PLT component

PLT component	Correlation coefficient r_b (bivariate)	Strength of correlation with overall satisfaction
The skills and capabilities taught in the coursework	0.729	Strong
Coursework structure and content	0.679	Strong
The value for money	0.666	Strong
The standard of teaching in the coursework	0.597	Moderate
The areas covered under compulsory subjects	0.559	Moderate
The number of teaching hours	0.542	Moderate
Access to teaching staff across the duration of the course	0.479	Moderate
The coursework delivery method allowed for my active learning and participation	0.478	Moderate
The workplace experience undertaken as part of PLT requirements	0.216	Weak

Graduates were split on the length of time needed for PLT overall

When asked to reflect on the overall time it took to complete PLT, the same proportion of graduates reported the time allocated should be considerably or slightly less (41%) or the same amount (41%). Only one-in-ten (12%) graduates thought the length of time should be slightly or considerably more.

Figure 9 Reflections on the overall time it took to complete PLT/SLT/Legal Traineeship (n=1,352)



Q: Reflecting on your experience of your PLT/SLT/Legal Traineeship, should the time allocated to each of the following be...

There was no significant association between the length of time it took respondents to complete their PLT coursework or PLT workplace experience and their responses to this question. This indicates that time spent on PLT is not a key factor influencing perceptions on the time that should be allocated.



Findings did, however, differ by respondents' overall satisfaction with PLT. Respondents who reported dissatisfaction with PLT were significantly more likely to think the time allocated should be considerably or slightly less (58%) compared with respondents who were satisfied (16%). Respondents who were satisfied with PLT were, on the other hand, significantly more likely to indicate the time should stay the same amount (69%) compared with those who were dissatisfied (24%). A similar proportion of respondents across different satisfaction levels reported wanting the overall time to be slightly or considerably more.

This suggests that respondents generally assessed the time allocation relative to the perceived benefit received. This was echoed in respondents' comments, with many dissatisfied respondents reporting the experience was a "waste of time".

3



PLT Coursework

3 Coursework

Key findings

- Graduate respondents were more satisfied with the teaching or topics covered during PLT and less satisfied with the course structure and content.
- Graduates reported a lack of teaching regarding practical skills of being a lawyer, though there were differences in opinion on what should be taught across different legal sectors.
- Graduates valued in-person teaching but commonly requested less time be dedicated to coursework.
- The majority of supervisor respondents agreed there is a need for a curriculum-based training for early career lawyers.

As reported in the respondent profile in Section 1, just over one-half of graduate respondents (55%) reported completing the PLT coursework full time while 42% reported completing it part-time. Almost one-half of respondents (48%) reported the coursework component took 3-6 months to complete, and one-quarter (25%) reported it took 6-9 months.

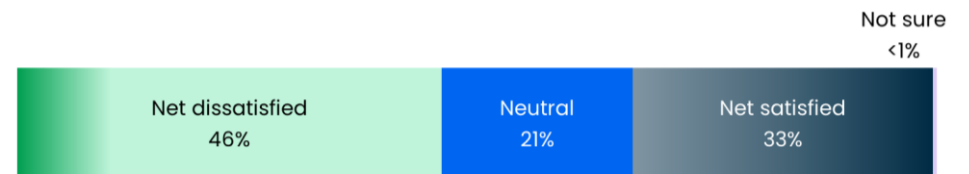
Only 13% of graduates reported completing their coursework component in-person, around one quarter reported online only study while 53% undertook hybrid study. Of those who undertook hybrid study, over two-thirds (68%) reported that between 1-25% of their course was delivered in-person.

Over half of graduate respondents (53%) were dissatisfied with the overall skills and capabilities taught in coursework (as detailed in Section 2). A number of other questions were also asked to provide further evidence on graduates' experience of coursework which are detailed throughout this section.

Highest levels of dissatisfaction were reported for coursework structure and content

Almost half (46%) of graduates reported being dissatisfied with coursework structure and content of their PLT, making it the area of PLT delivery with the highest dissatisfaction.

Figure 10 Satisfaction with PLT/SLT/Legal Traineeship coursework structure and content (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: Coursework structure and content

Graduate comments revealed they found the coursework repetitive, outdated and not relevant to the realities of working in the legal profession.

The assessments were highly structured, relying on rigid templates and yes/no style answers, which felt artificial and disconnected from the realities of legal practice. In practice, legal work requires flexibility, judgment, and nuanced problem-solving, none of which were reflected in the program.

-Graduate

The coursework felt redundant and largely a waste of time, as much of the content mirrored what I had already studied during my law degree. In my view, this coursework should be incorporated into the university curriculum rather than duplicated in PLT.

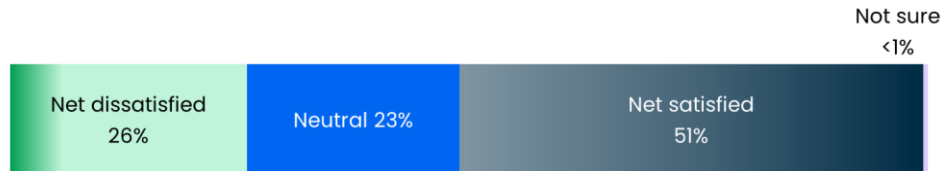
-Graduate

Graduates suggested the course structure and content could be improved by ensuring it complements what they have learnt in university, and could be directly applied to their work once admitted. These themes were similar to the feedback received by graduate respondents to the New South Wales PLT Research.

The method of delivery was not considered to be a major issue to graduates' learning

Half of graduates (51%) reported being satisfied with how the delivery method of PLT allowed for active learning and participation.

Figure 11 Satisfaction with delivery methods ability to allow active learning and participation (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: Coursework delivery method allowed for active learning and participation



Those who completed their PLT full-time were significantly more likely to be satisfied (55%) with the delivery method than those who completed it part-time (47%).

I undertook the PLT course part-time while working full-time and took leave on days needed for face-to-face workshops. I could have easily completed it on a full-time basis and regret not doing so. It was not very onerous.

-Graduate



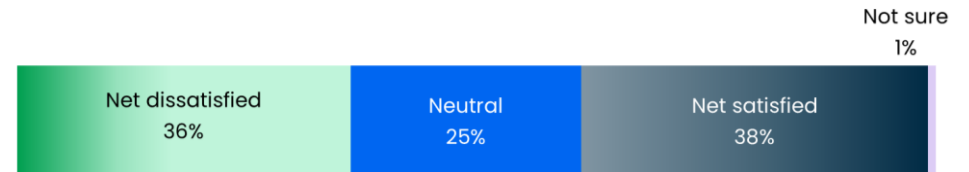
Additionally, graduates who completed their PLT in-person also reported significantly higher levels of satisfaction (78%) with the delivery method than both those who have a hybrid method (49%) and fully online (43%).

This suggests that being in an in-person learning environment may help facilitate student learning and participation. Conversely, this might also suggest that online or hybrid delivery of PLT coursework is not being designed and delivered in a way that effectively supports active learning and participation.

Mixed feedback was provided on the compulsory subjects

Graduate satisfaction regarding the areas covered during PLT coursework compulsory subject were evenly balanced between satisfaction (38%) and dissatisfaction (36%) with a further one-quarter being neither satisfied nor dissatisfied (25%).

Figure 12 Satisfaction with the areas covered under compulsory subjects (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: The areas covered under compulsory subjects

Some graduates expressed that their PLT coursework helped gain practical insights into areas of law they didn't yet have experience in.

Lower levels of dissatisfaction for this question compared with those relating to coursework structure and content, and the skills and capabilities taught, suggests that the drivers of dissatisfaction may be in the way classes are structured and what skills graduates feel they take away rather than the overall topics covered by PLT. Analysis regarding the skills graduates believe are important in preparing them for practising law is detailed in Section 5.

I found PLT highly useful. While I worked as a paralegal it broadened my horizons of the different areas of law and the practical elements of each. All of my colleagues completing PLT at the same time found it valuable and we all left understanding what it meant to be a lawyer and believing we had what it took to work in the profession.

-Graduate

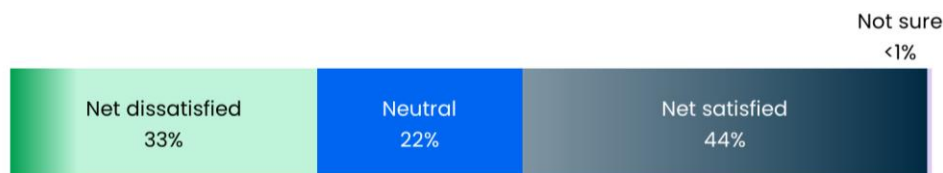
I cannot honestly think of any skills or experiences I gained from PLT that I did not gain at university, or during my supervision or workplace experience program. [...] I left PLT feeling that the practical/academic component of it should have been covered as part of my university degree.

-Graduate

There was general satisfaction regarding teaching standards and access to teaching staff

Almost half (44%) of graduates were satisfied with the standard of teaching they received, though a third (33%) were dissatisfied.

Figure 13 Satisfaction with the standard of teaching (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: The standard of teaching in coursework



There is some evidence that teaching is better facilitated in-person, with 63% of graduates who studied in-person reporting satisfaction, as opposed to 43% of hybrid students and 38% of online students.

The quality of teaching and resources provided to me were very good and assumed an ability to seek out additional resources and research (which you would expect, if a trainee has already got a law degree or is almost finished one).

-Graduate

Those who were dissatisfied reported teachers lacking educational training or familiarity with legal practice and having outdated legal knowledge.

The coursework component is taught by practitioners who often have minimal educational training and woefully outdated legal experience.

-Graduate

Teaching standards at [provider were] vastly inadequate with lecturers regarded as not being familiar with [the] requirements of practice. Incorporating PLT coursework into [the] university sphere would apply greater quality control to lecturers.

-Graduate

Figure 14 Satisfaction with access to teaching staff (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: Access to teaching staff across the duration of the course

There was slightly more satisfaction regarding access to teaching staff, with half of graduates (50%) reporting satisfaction and around one-quarter reporting dissatisfaction (24%) or a neutral position (25%).

These mixed responses were echoed in the commentary provided by graduates. Those who were unsatisfied recall feeling unsupported, having little guidance and the course being too self-directed while others felt the staff were in fact responsive, supportive and friendly.

I felt completely unsupported and felt the whole PLT program was a box ticking exercise, all the 'learning' was done by worksheets and some of what was taught was also incorrect. No actual teaching is done.

-Graduate

The courses were well delivered, and staff were responsive and supportive. My criticism relates to the structure and necessity of the PLT program itself, not the educators who deliver it.

-Graduate

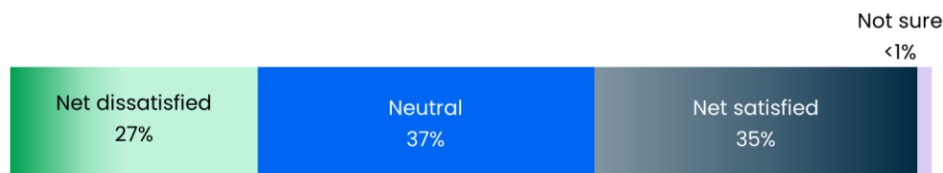
The lecturers/reviewers are almost always friendly and polite, and went out of their way to help students during the exams.

-Graduate



Graduates undertaking PLT in-person have significantly higher satisfaction than those completing it via hybrid or online study (net satisfaction of 71%, 49% and 43% respectively). Similar patterns were also seen in graduates' completing PLT full-time (54%) rather than part-time (44%).

Figure 15 Satisfaction with the number of teaching hours (n=1,463)



Q: How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship: The number of teaching hours

There were also mixed levels of satisfaction regarding teaching hours. Around one third (35%) of graduates were satisfied with number of teaching hours and a quarter (27%) were dissatisfied, with the highest proportion remaining neutral (37%).

In my experience, PLT subjects felt short and rushed. There were typically a number of assignments due in successive weeks which felt counterintuitive to the purpose of the PLT, being to thoroughly learn and be able to implement practical skills.

-Graduate

Graduates' level of satisfaction with the coursework components show a similar pattern to that found in the New South Wales PLT Research, where dissatisfaction was primarily with the course content and outcomes.

Graduates identified several areas of practical skills they believed were lacking in PLT coursework

Analysis of the open-ended comments provided by graduates relating to PLT coursework was undertaken. Common themes are detailed below.

Some graduates identified a lack of meaningful training in core soft skills, including client communication (particularly difficult clients), negotiation, courtroom etiquette, professional judgement and managing workplace relationships. These skills were regarded as fundamental to competent early practice, yet respondents felt their PLT coursework placed limited or no emphasis on this skills development in a structured or practical way.

[...] it should focus exclusively and intensively on: (a) fundamental lawyers' skills, such as concise, effective plain English communication, (b) familiarity with Court rules including as they apply to pre-action conduct such as mediation, (c) advocacy, and (d) professional ethics and duties.

-Graduate

Other graduates highlighted the absence of training in the practical skills and procedural processes used in everyday legal practice. This included limited or no exposure to court filing platforms, communicating with courts and the practical mechanics of progressing matters through the legal system. Some also mentioned practical skills such as drafting affidavits, contracts or letters and managing files. As a result, these graduates reported feeling unprepared for basic operational expectations upon entering practice, despite having completed a compulsory pre-admission training program.

[...] how about a teaching on actually using the eCourts portal to file documents or how to appropriately communicate with the courts or specific details about the mechanics and actual documents required in specific situations such as those required under Order 70 Rule 10 RSC WA. Instead PLT largely covers the same ground as the degree just in [a] less adequate fashion.

-Graduate

Another theme across graduates was frustration with the one-size-fits-all nature of PLT, which respondents felt did not reflect the diversity of modern legal practice. Many observed that the curriculum was overly weighted towards particular practice models while offering limited relevance to others, including government, in-house, community legal, regional and specialist practices. This lack of tailoring was seen to dilute the value of PLT for many participants, forcing graduates to complete compulsory content that had little application to their intended or actual area of practice.

[...] it is geared almost entirely towards private practice, and commercial private practice and that was of no help to me – I am a public servant now and was when doing PLT.

-Graduate

Graduates suggested less time be allocated to coursework but more emphasis on in-person and face-to-face teaching

Almost half of graduates (45%) reported there should be less time spent on the coursework with a similar proportion suggesting the same time be allocated (39%). This aligns with the generally negative perception of the usefulness of PLT coursework.

Figure 16 Views of the length of coursework (n=1,352)



Q: Reflecting on your experience of your PLT/SLT/Legal Traineeship, should the time allocated to each of the following be... The length of coursework



Graduates with previous legal experience were more likely to suggest shorter coursework (49%) than those with no legal experience (28%). The impact of prior work experience on graduates' views on PLT is discussed further in Section 4.

To be blunt, the coursework component of PLT was a total waste of time. I have not ever used one single piece of information from the coursework component of PLT in the course of actual legal practice. The key issues come from course structure. For example, why would it be useful and of general application for all PLT students to cover the sale of a business and a PEXA transaction? The answer is that it isn't. There was zero focus on skills like negotiations and conferral, which are easily of general application to all practice areas.

-Graduate

Conversely, respondents most commonly suggested more time be allocated to in-person teaching (42%) with a further 36% suggesting similar amounts of time be allocated

Figure 17 Views on the amount of in-person teaching (n=1,352)



Q: Reflecting on your experience of your PLT/SLT/Legal Traineeship, should the time allocated to each of the following be... The amount of face-to-face (in-person) teaching to best support active learning and participation



Those who completed PLT hybrid or online were significantly more likely to suggest more in-person teaching (46% and 44% respectively), compared with those who did their coursework completely in-person (21%).

[...] the inclusion or increase of face-to-face training and assessment both virtual and in person is a must.

-Graduate

Over two-thirds of supervisors believed there was a need for targeted, curriculum-based training for early career lawyers

A large proportion of supervisors agreed with the need for curriculum-based training for early career lawyers, often reflecting their experience regarding early career lawyers lacking the necessary practical legal skills required of practitioners.

Figure 18 Supervisors opinions about the need for targeted training for early career lawyers (n=948)



Q: To what extent do you agree or disagree there is a need for targeted, curriculum-based training for early career lawyers?

However, over one-in-five supervisor respondents (21%) did not agree with the need for targeted training. This view was held equally by supervisors across all sectors.

It is very hard for future employers to teach new grads the foundations of law. Universities need to do a better job of providing practical subjects where students learn basic writing, legal drafting, ethical and legal obligations and research.

-Supervisor

PLT needs to be practical. Despite admitted lawyers doing PLT, they are still mostly useless. More needs to be done to ensure newly admitted lawyers know basic things like where to get court rules, court forms, where the court is located etc.

-Supervisor

Commentary from supervisors identified a common option that the skills taught in PLT should instead be covered during a law degree. There were also concerns raised about the value for money of PLT and suggestions that time could be better spent elsewhere. Some also highlighted the importance of gaining practical experience much earlier in the education process, suggesting internships or placements within university courses.

I strongly believe that the content and skills covered in PLT should be included in a person's law degree. Law graduates are already paying far too much for a degree that leaves them still requiring to pay an additional \$10,000+ so that they are adequately skilled to practice as a lawyer. The current system, whereby a graduate must pay this additional cost, makes an inequitable educational system, even worse.

-Supervisor

I think there should be one course offered at university level that prepares a student wholistically to be a lawyer upon graduation. There should not be a separate course that has to be completed post-graduation. It also needs to include a period of placement at the early stage of the degree so that people don't get to the PLT stage and realise that the career is not for them.

-Supervisor

4

Workplace experience



4 Workplace experience

Key findings

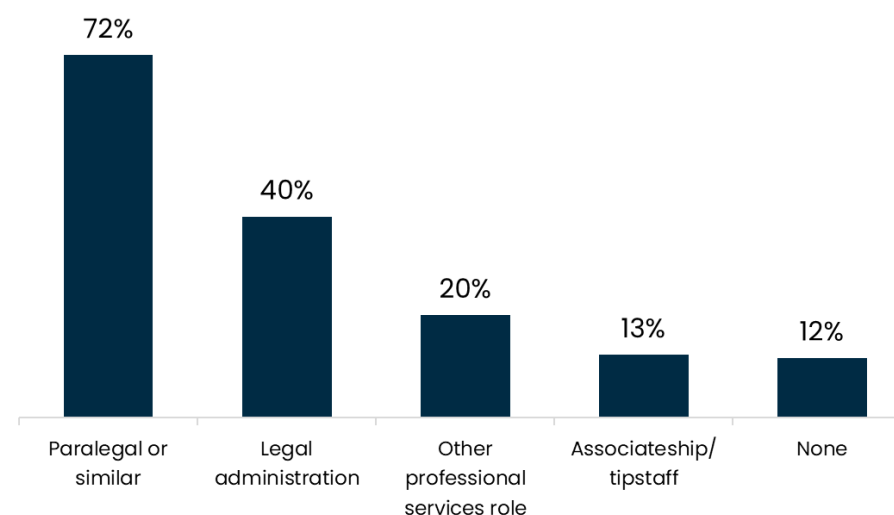
- A significant large proportion of graduate respondents had previous legal sector experience prior to undertaking their PLT.
- Graduates were overall satisfied with the different components of their workplace experience.
- Most graduates were either satisfied with the length of their PLT workplace experience or would have liked it to be longer, in particular those who did not have previous experience working with their PLT workplace experience employer.
- There was variation in the tasks undertaken by graduates based on the sector in which they completed their workplace experience. Graduates who reported undertaking more tasks were more satisfied with the appropriateness of tasks completed in PLT workplace experience.
- Unpaid workplace experience was reported to put early career lawyers under additional financial pressure.

Please note: respondents who reported completing SLT or Legal Traineeships were not asked a number of questions regarding their workplace experience. As such, the base sizes for the questions reported in this section differ.

A large proportion of graduate respondents had worked in legal or other professional services prior to PLT

Most graduates had previous workplace experience, including within the legal profession. The question charted in Figure 19 allowed respondents to select multiple options with almost three-quarters (72%) reporting they had worked as a paralegal or similar prior to undertaking PLT, two-in-five (40%) identifying as working in legal administration and one-fifth in another professional services role.

Figure 19 Graduates work experience prior to PLT/SLT/Legal Traineeship (n=1,463)



Q: Prior to commencing your PLT/SLT/Legal Traineeship had you... Undertaken (paid or unpaid) work in a legal setting as a ...

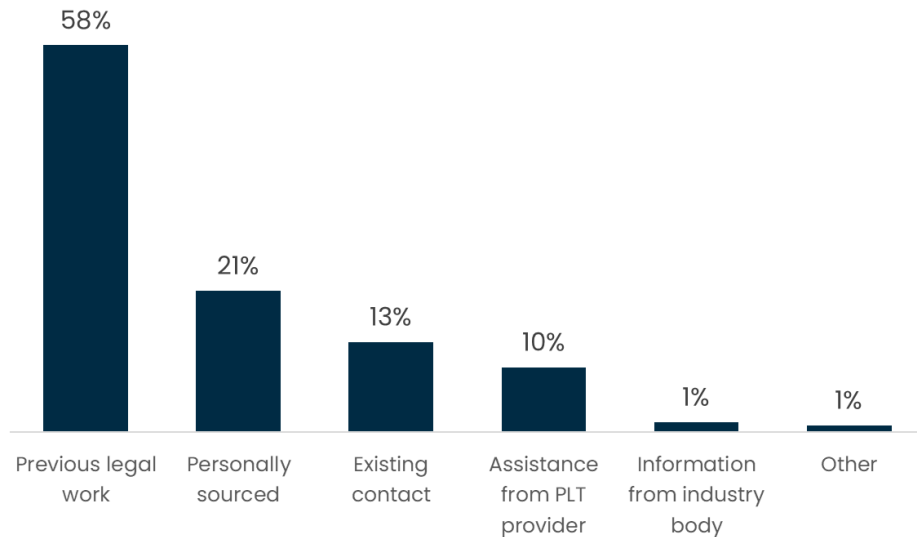
Multiple response question – totals will not add up to 100%

Only 12% of respondents reported not having undertaken any of the identified roles prior to studying their PLT. This suggests that working in the legal sector while undertaking legal studies is very common.

Previous work experience was the main way to source PLT workplace experience

A little over half (58%) of graduates who completed PLT workplace experience did so with the employer they had been working with previously.

Figure 20 How graduates sourced their PLT work experience (n=1,239)



Q: How did you source your PLT workplace experience?

Some graduates did note that the PLT workplace experience requirements made it difficult for them to undertake the PLT workplace experience with their existing employer.

The rigidity of the rules surrounding the minimum number of days per week to be completed at a PLT work placement made it very difficult for me to complete the required number of days. [...] I could not count my work experience with a barrister because I only did it one day a week.

-Graduate

Around one-in-five (21%) graduates found their workplace experience employer on their own without assistance, and 10% had assistance from their PLT provider.

Graduates with no existing relationship with an employer or connections in the sector did report some difficulties in finding workplace experience opportunities.

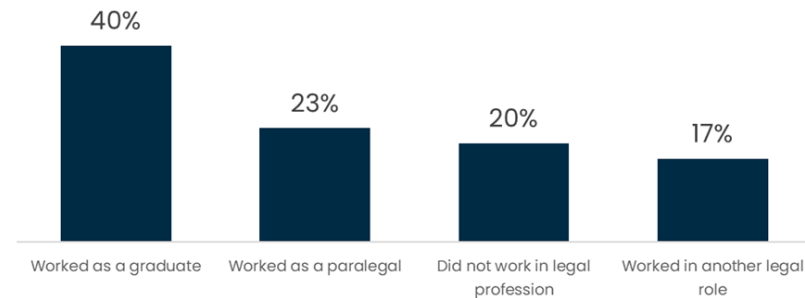
I received no assistance whatsoever to obtain PLT work experience. When I approached law practices and barrister chambers, I rarely if ever got any acknowledgement and no offers of support at all.

-Graduate

Two-in-five graduate respondents worked in a graduate position during their PLT

Graduates were asked to identify if they worked within the legal profession while they completed their PLT coursework (separate to their PLT workplace experience requirements). Four in five graduates (80%) reported working in a role in the legal profession while completing their coursework. Half of these were in a graduate position, almost a third were working as paralegals and a little over a fifth in another legal role. The majority of those in other roles within the legal profession worked as a judge's associate.

Figure 21 Did graduates work in the legal profession while completing PLT (n=1,416)



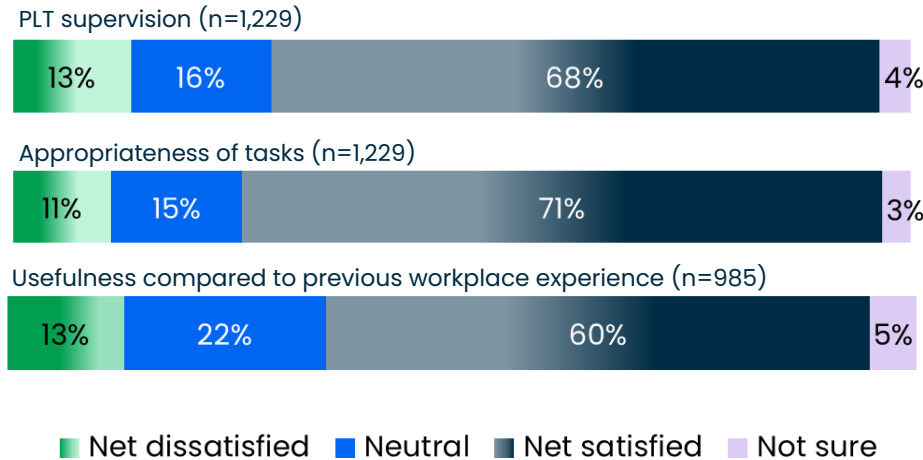
Q: Did you complete your PLT coursework while working in the legal profession?

This aligns with the previous finding regarding the prevalence of workplace experience within the legal sector prior to commencing mandatory supervised practice.

There were generally high levels of satisfaction with the different elements of workplace experience

All elements of workplace experience explored were deemed satisfactory by graduates with satisfaction generally being reported for the tasks undertaken, supervision and usefulness.

Figure 22 Graduates satisfaction with elements of their workplace experience



Q: How satisfied are you with the following aspects of PLT workplace experience?

Around seven-in-ten graduates were satisfied with the supervision (68%) and the tasks they were asked to complete (71%) during their PLT workplace experience.



Those at larger employers with 50 or more legal practitioners were significantly more satisfied with supervision (73%) than those at smaller employers of 5 or less (64%).

Graduates who stayed with their PLT workplace experience employer after being admitted were also significantly more satisfied with the supervision they had received (71%) than those who did not continue employment (62%).

Graduates who had previously worked in the legal sector were asked to rate their satisfaction regarding the usefulness of the PLT workplace experience component compared with their previous experience. Three-in-five were satisfied with only a small proportion (13%) reporting dissatisfaction.



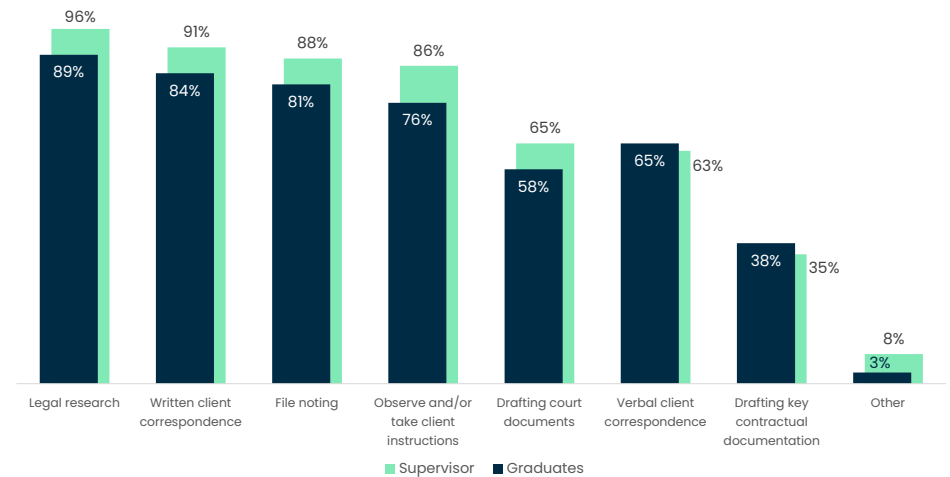
Graduates who worked only with their PLT workplace experience employer for the workplace experience component reported lower levels of satisfaction (51%) compared with those who had a previous and/or ongoing relationship with their employer (61%).

This suggests that employers may be reticent to commit time and teaching efforts into those completing their work experience than those who they know will remain with the organisation.

There was a diversity of tasks undertaken by graduates during PLT workplace experience and variation across sectors

Almost all graduates undertook legal research (89%), written client correspondence (84%), file noting (81%) and observed and/or took client instructions (76%). The least common task was drafting key contractual documentation (38%).

Figure 23 Tasks given to graduates during their workplace experience (n=1,220)



Q: What types of tasks did you undertake as part of the workplace experience component of your PLT?

Generally similar trends were seen in the tasks reported by supervisors, with court documentation more prevalent.



There were differences in the satisfaction regarding the appropriateness of tasks given to graduates during their workplace experience (as noted above) and the variety of tasks graduates reported undertaking. Graduates who undertook up to four of the tasks outlined in Figure 23 were significantly less likely to be satisfied with the appropriateness of their tasks (54%) than those who completed between five to eight tasks (74%). This suggests that satisfaction with the work that graduates complete in workplace experience is influenced by the variety of tasks graduates have exposure to.

Analysis was also undertaken of the tasks reported by graduates undertaking their PLT workplace experience in different sectors. Graduates in private practice reported exposure to the highest number of tasks followed by those in community legal centres while graduates working within government reported experience with the fewest number of tasks.

Table 2 shows the percentage of graduates in each sector who reported performing the tasks identified during their PLT workplace experience. Colour coding within the table represents where these percentages are significantly different across sectors and in which direction. For example, graduates in private practice were significantly more likely to draft court documents during their PLT workplace experience compared with respondents in all other sectors. There was no significant difference between the percentage of respondents working in government or community legal sectors who reported completing this task, however these percentages were significantly higher than respondents working in corporate.

Table 2 Percentage of graduates in each sector performing each task (n=1,220)

	Private practice	Corporate/in-house legal department	Government department or public authority	Community legal centre
	n= 760	37*	285	100
Legal research	92%	94%	87%	85%
Written client correspondence	93%	92%	60%	93%
File noting	88%	70%	67%	88%
Observe and/or take client instructions	89%	65%	43%	92%
Draft court documents	68%	14%	44%	53%
Verbal client correspondence	75%	60%	40%	82%
Draft a key contractual documentation	53%	76%	10%	6%

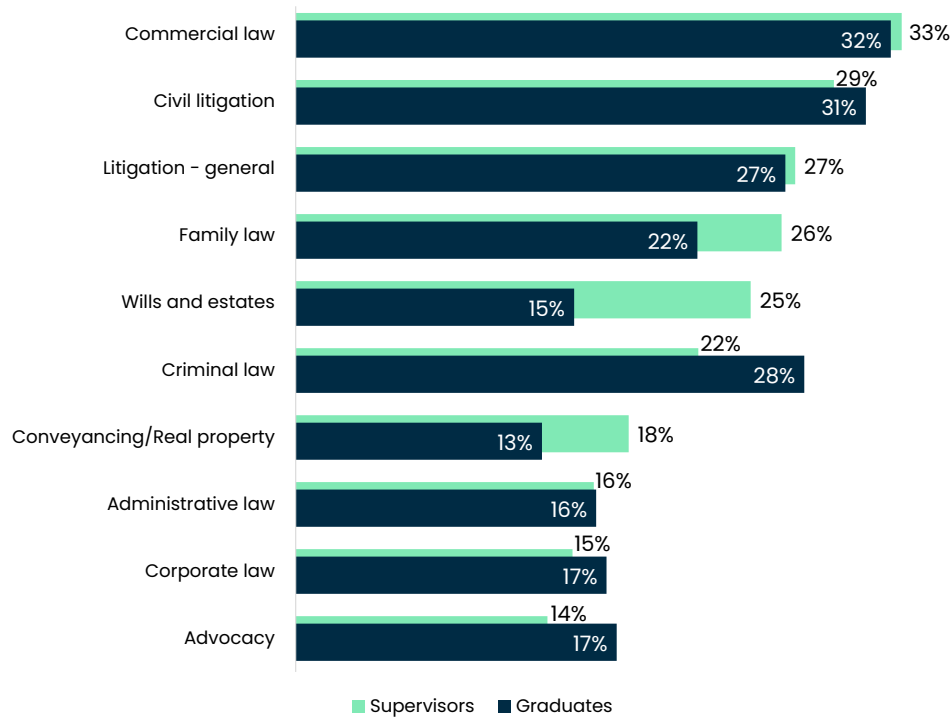
- Significantly higher than cells in orange or red
 - Significantly higher than cells in red, and significantly lower than cells in green
 - Significantly lower than cells in green and orange
 - No significant difference with other cells
- *Small sample size

This suggests that graduates' experience of workplace experience, the tasks they are involved in and the skills they develop are likely to vary based on the sector in which they undertook this component of their training.

Areas of practice for graduates' PLT workplace experience were similar to those of supervisor respondents

Graduates reported working in a range of practice areas for their PLT workplace experience. Supervisors reported currently working in similar practice areas.

Figure 24 Top 10 areas of practice by supervisor area (n=948, n=1,252)



Q: Please select your main areas of practice [during your PLT workplace experience] from the options below.

Multiple response question – percentages will not add up to 100%

Some areas are underrepresented in graduates compared with supervisors, such as family law (22% vs 26%), wills and estates (15% vs 25%) and conveyancing/real property (13% vs 18%). A notable standout in where graduates are overrepresented is criminal law (28% vs 22%) with smaller differences in advocacy (17% vs 14%), corporate law (17% vs 15%) and civil

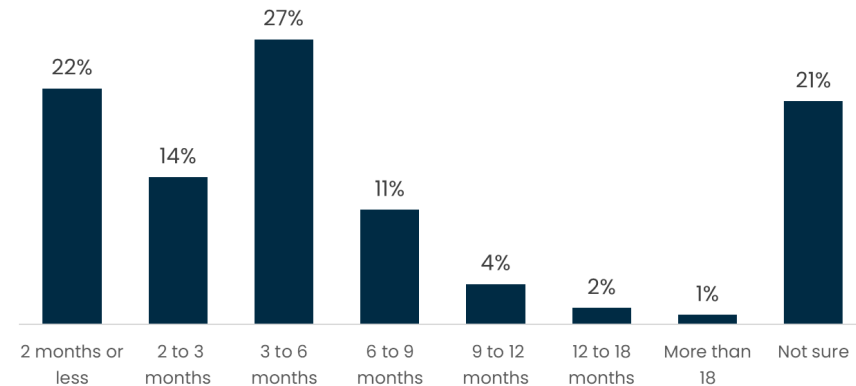
litigation (31% vs 29%). These differences may be due to graduate interest or the type of employers hiring graduates to undertake PLT workplace experience.

Overall, it appears that graduates are able to experience a representative spread of the legal sector and each area of practice is contributing to the training of early career lawyers.

Just over one-half of graduates reported doing more than 30 days of PLT workplace experience

The majority of graduates (63%) completed their workplace experience within six months, with 22% doing it in 2 months or less.

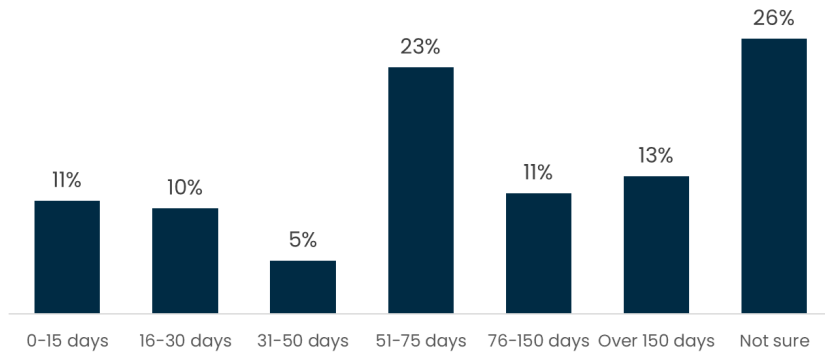
Figure 25 Length of workplace experience (n=1,245)



Q: How long did you take to complete your PLT workplace experience?

Graduates were also asked how many FTE days of workplace experience they completed. One-fifth of graduates reported undertaking 30 days of less (21%) with just over half (52%) reporting doing 30 days or more.

Figure 26 How many (FTE) days graduates spend in workplace experience (n=1,246)



Q: Approximately how many days of workplace experience did you complete as part of your PLT?

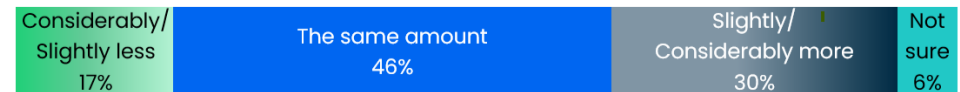
There was a link between the number of days of workplace experience and the time it took to complete. The most common combination was completing 51-75 days of workplace experience within three to six months.

The high proportion of graduates who reported being unsure in these two questions may reflect the difficulties graduates have in remembering the exact details of their PLT workplace experience compared with the other work they were undertaking as part of their graduate program, or other legal work.

Graduates generally felt the amount of time allocated to workplace experience in PLT was appropriate

Almost half (46%) of graduates reported the length of workplace experience was appropriate, though almost one-third (30%) would have liked it to be longer.

Figure 27 Opinions on length of workplace experience (n=1,227)



Q: Reflecting on your experience of your PLT, should the time allocated to each of the following be... The length of workplace experience

Provider – Graduates from Leo Cussen and Queensland University of Technology³ were significantly more likely to suggest there should be more time allocated to PLT workplace experience (43% and 54% respectively), compared with The College of Law (27%).

Time spent – Those who did 15 FTE days or less of workplace experience were significantly more likely to state that more time should be allocated (49%) than those who did over 51 FTE days (29%). There were no significant differences in the time spent within those saying “the same amount”.

Previous work experience – Graduates who only worked at their PLT workplace experience employer for their workplace experience component, were more likely to express a desire for longer workplace experience (40%) compared with those who did have a longer-term relationship (28%). This provides further evidence that having previous workplace experience is a strong influencing factor in how graduates experience PLT.

I think if you had no prior legal experience before doing PLT, 15 days of placement is not enough to really experience the legal profession.

–Graduate

³ Small sample size

Most supervisors agreed that PLT workplace experience supported early career lawyer development

Similar trends were seen in supervisor agreement regarding the usefulness of workplace experience as was reported earlier regarding targeted training overall. There was general agreement that workplace experience is important.

Figure 28 Supervisor opinions on workplace experience supporting early career lawyer development (n=637)



Q: To what extent do you agree or disagree the pre-admission compulsory workplace experience component of PLT is useful in supporting law graduates to develop practical legal skills?



Supervisors who were not satisfied with the skills of the early career lawyers they had supervised at the start of their mandatory supervision period were more likely to say that PLT workplace experience is not useful (24%) than those who were satisfied (7%).

A small number of supervisors noted the importance of PLT workplace experience but suggested it should be included throughout legal training, rather than only at the end.

Professional placements should start as early as second year university, as they do in medicine, nursing, veterinary medicine, teaching and similar degrees. These placements should be paid and the practice type should vary. Students should know early on if they'll even enjoy the practice of law, and if so, in what area, rather than finding out after spending thousands of dollars and many years studying that practice is not for them.

-Supervisor

Comments from the small number of supervisor respondents who disagreed regarding the usefulness of PLT workplace experience suggests that their perspective may relate more to the quality of experience provided rather than the concept of PLT workplace experience overall.

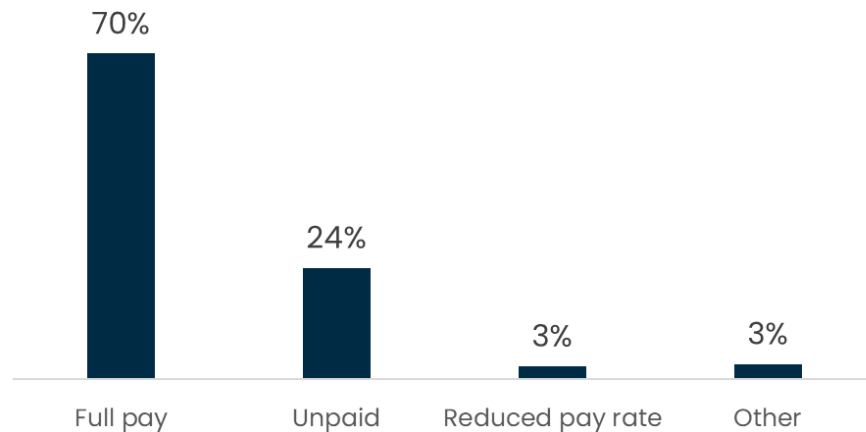
It's not the length of the workplace experience but the quality. It is often that there is not intentional purpose for the workplace experience and rather it is a box ticked by employers that employees request to get their Diploma. There is no incentive for the employer to ensure that proper PLT experience is being undertaken rather than just simple admin or paralegal work that benefits for the employer and not necessarily an [early career lawyer].

-Supervisor

Over two-thirds of graduates reported being remunerated during their PLT workplace experience

Most graduates (70%) received full pay during their workplace experience, however a quarter of them (24%) were unpaid.

Figure 29 Were graduates paid for their workplace experience? (n=1,236)



Q: Were you paid for your workplace experience?

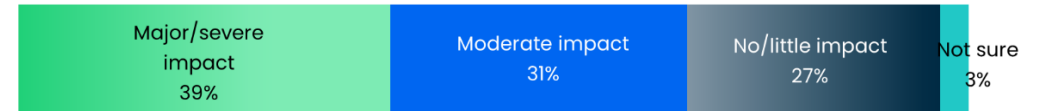


Government departments or public authorities were significantly more likely to provide full pay to graduates with 82% in this sector reporting full pay compared with 64% of graduates working in the community legal sector.

Those graduates who were not paid during their PLT workplace experience reported this having a significant impact on their financial situation

Of those who worked unpaid or received a reduced rate, 70% reported that this had a moderate to major/severe impact on their financial situation.

Figure 30 Impact on unpaid/reduced rate graduates' financial situations (n=327)



Q: What impact, if any, did undertaking PLT workplace experience have on your financial situation?

This was reported to place a significant financial barrier on entering the legal profession and potentially increase inequity between graduates who can either afford to work unpaid for a period of time or who can more easily find paid workplace experience and those who can't.

There are some difficulties with access and affordability of PLT for recent graduates who did not work in the legal field while studying - the expectation to do unpaid work experience is a financial burden and contributes to inequity in the profession where family financial support is not available ... I am concerned that the current set up for work experience combined with the industry expectation that it be unpaid volunteer work is creating barriers for access for those who are not coming from privileged backgrounds. Without the paid role I was in, it would have taken me significantly longer to be able to afford a period of unpaid work to complete my PLT.

-Graduate

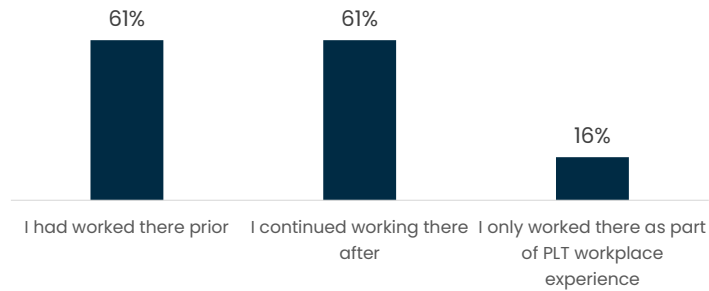
I think the PLT system largely favours students who (a) can undertake unpaid work without feeling the financial consequences or (b) already work in law firms / have personal ties that can get them paid work. Unpaid internships / work experience perpetuate inequality and privilege. This can be a huge barrier for disadvantaged students and first generation lawyers.

-Graduate

Almost two-thirds of graduate respondents continued to work at the PLT workplace experience employer post PLT

Almost two thirds of graduates (61%) had an existing work relationship with their workplace experience employer, the same amount continued to work there afterwards.

Figure 31 Graduates longer-term relationship with their workplace experience employer (n=1,237)



Q: Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?

Together, 84% of graduates had a working relationship with their workplace experience provider that extended beyond the requirements of PLT, and 16% did not.

A majority of graduates felt that their PLT workplace experience was useful in supporting their early career development

Almost three-quarters of respondents reported that the workplace experience component of PLT was useful to their career development.

Figure 32 Graduates satisfaction with elements of their workplace experience – usefulness in supporting early career development (n=1,229)



Q: How satisfied are you with the following aspects of PLT workplace experience?

Those who completed their workplace experience in 3-6 months were significantly more satisfied with its usefulness (82%) than those who took two months or less (70%).



Respondents who completed their PLT workplace experience in the same sector as they did their mandatory supervision period were also significantly more likely to report satisfaction with its usefulness, compared with those who did their mandatory supervision period in a different sector (76% compared with 66% respectively). This may reflect the increased opportunities for graduates within the same sector to apply skills learnt in PLT workplace experience to the mandatory supervision period and their early career.

While PLT workplace experience is generally seen as being useful for preparing early career lawyers, some supervisors flagged issues with the length and tasks assigned

Some supervisors reported the period of PLT workplace experience is often too short to meaningfully develop legal skills. They noted that placements lasting only a few weeks do not allow sufficient time for adjustment to the workplace or observation of how matters progress. Because of this, graduates were unable to develop professional judgement, accountability or confidence. The temporary nature of placements was also reported to influence the resources employers invest in training graduates, as there is no opportunity for graduates to contribute meaningfully or demonstrate growth. As a result, PLT workplace experience can be treated as transactional rather than developmental.

Graduates rarely experience the sustained client relationships, procedural follow-through, and case evolution that reveal how law and human behaviour interact. Without seeing a matter from intake to resolution, they miss the opportunity to understand time management, risk assessment, negotiation, and the consequences of decisions made.

-Supervisor

It is so superficial. Too often everyone knows the placement is for a certain period of time and after that, the graduate will need to find work somewhere else. People don't want to invest. Further, these graduates have no experience at all - they have not been thrown in the deep end. They are so much work.

-Supervisor

A few supervisors noted that graduates undertaking PLT workplace experience often have limited exposure to actual legal work. Instead, they are commonly assigned administrative tasks, observation roles, or low-risk activities that do not build core legal skills. Confidentiality concerns, client expectations and risk management mean employers could be reluctant to involve short-term students in meaningful legal work, which further reduces the educational value of the placement.

I have observed that most do administrative tasks and work that is not connected with the practice of law.

-Supervisor

A handful of supervisors expressed concern about the lack of clear guidance or structure for supervising employers. Supervisors reported receiving little information about expected learning outcomes, competencies, or minimum standards for workplace experience. This creates uncertainty about what graduates should be exposed to and discomfort in being asked to certify competence without clear benchmarks. The absence of supervisor support contributes to inconsistent quality across placements.

When asking the [provider] as to the standards expected of the person in the placement, there was zero guidance as to what learning expectations were, which I found shocking since I am to sign them off as having been competent, in some circumstances where they were not competent.

-Supervisor

Respondents suggested some alternatives or amendments to PLT workplace experience

While PLT workplace experience was predominantly reported to be integral to the development of early career lawyers, some respondents suggested different approaches that could be taken to this element of legal training.

Some suggested a return to articulated clerkships with a longer period of training, increased expectations regarding supervision and strong ties to ongoing employment. While some supervisors reflected on their own experience undertaking articles, several graduates also suggested this approach.

My strong belief is that PLT should go back to the 'old' articles requirement where graduates (before getting admitted) learn all initial post-tertiary skills in a workplace where they can get hands on practical experience with direct one-on-one supervision ... Our skills as a lawyer are not learnt in isolation and should only be taught in the environment in which one is working. Broader topics, e.g., costs, ethics, etc., can still be requirements with checklists being signed off by supervisors. This ensures that a graduate can practise a skill a number of times in their working environment where they can ask questions of their supervisor/employer in real time before being admitted.

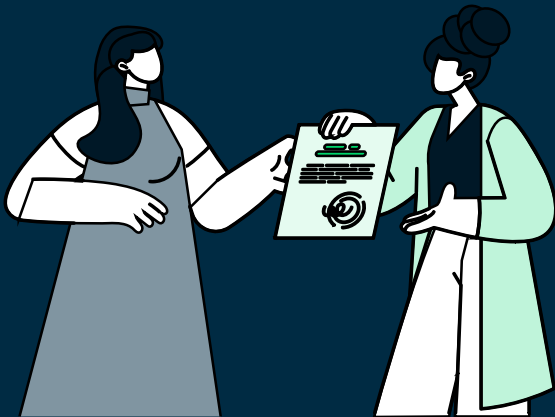
-Graduate

Other respondents suggested the work experience component be integrated into university studies to support exposure to legal practice, build practical skills and help students get a working knowledge of the different areas of the profession.

PLT should be integrated throughout the degree, with practical components embedded in core subjects and optional practical components in elective subjects. Some universities, such as ... non-law disciplines require a one-year paid industry placement during the penultimate year (e.g., full-time paid work in year three, then returning to complete the fourth and final year of study). A similar model could be considered for PLT and legal education more broadly.

-Graduate

5



Legal skills and values

5 Legal skills and values

Key findings

- Graduates reported that most of the skills and values presented were important to preparing them for the start of their legal career. The skills rated of lower importance tended to be technical skills that may not be required across all areas of legal practice.
- Supervisors reported that most of those skills and values were not consistently demonstrated by early career lawyers. Some of these skills were noted as requiring real world experience and unlikely to be fully understood if taught within an academic environment.
- Most skills and values were commonly identified as appropriate to be taught across all stages of legal training. The findings suggest that the legal profession considers that many different stakeholders in the academic and career pipeline have a role to play in the development of early career lawyers' practical skills. This includes universities, PLT providers and employers. However, work management skills were generally recommended to be a focus within post-admission workplace training, and legal research and language skills were identified as important within university studies.
- Some skills or requirements specific to different legal sectors were also identified, as was the potential to include use of legal technology and artificial intelligence (AI) within legal training.

Survey respondents were invited to provide their views on a range of skills and values relating to legal skills, communication and working with clients, work management, and ethics. The list of skills and values were developed by the Admissions Committee and LACC from the current PLT Competency Standards for Entry-Level Lawyers and others that were recommended. There were 19 skills

and values in total, grouped into four categories as outlined in the following table.

Table 3 PLT skills and values

Category	Skills or values
Legal skills	<ul style="list-style-type: none"> Case/client relevant legal research Legal analysis and legal advice preparation (including identifying appropriate dispute resolution options and alternatives to court to suit client needs and circumstances) Preparation of court documents and briefs in line with relevant procedural rules and protocols Preparation of non-litigious documents Negotiation – formal and informal Court and tribunal advocacy, appearances and etiquette
Communicating and working with clients	<ul style="list-style-type: none"> Communicating clearly and effectively, including using the most appropriate method of communication for the audience(s) and the situation Writing and speaking clearly in plain English Engaging with clients and taking clear, thorough and relevant instructions Advising clients on relevant options, strategies and solutions to reach decisions Working with vulnerable people including in a trauma-informed way Working with a diverse range of clients, including identifying when a client needs an interpreter and working through an interpreter
Work management	<ul style="list-style-type: none"> Working independently under supervision, and identifying when to seek assistance

	<ul style="list-style-type: none"> ▪ Time management and meeting deadlines ▪ Client file management and identifying, understanding and managing risks in a matter ▪ Good business practice and risk management ▪ Understanding trust accounting obligations and practices
Ethics	<ul style="list-style-type: none"> ▪ Demonstrating professional courtesy in all dealings with others ▪ Understanding professional ethical obligations and applying them in critical situations

The full names of the skills and values have been shortened in reporting for readability and have been collapsed into broader categories where appropriate.

Most of the skills and values were rated by graduates as important for preparing them to practice law

Graduates were asked how important each of the 19 skills or values were in preparing them to start practising as an entry level lawyer. Most skills and values were identified as being important, with limited variation in ratings of importance (see Table 5 below). All 19 skills and values, except for ‘understanding trust accounting’ were broadly considered moderately important to important skills and values (rating between 3 and 4). ‘Understanding trust accounting’ was an outlier to this trend, with an average rating of 2.6. Just under half of all respondents (48%) noted this skill was not important or only slightly important in preparing them to practise law.

This was reflected in a small number of the open-ended responses, with some graduates and one supervisor noting that understanding the details of trust accounting is not as relevant for early career lawyers compared with practitioners later in their career. They highlighted that while a baseline understanding is useful, the detail was not of great benefit.

Certain skills taught during PLT, such as trust accounting, are pointless. It is useful to know the general principles as to how it works but the assignments are far too technical. You will never have to do that in your first few years in practice, as you will have a restricted practising certificate, and even after that point you will only need to do that if you start your own practice, which practically very few will do until much later in their career. At which point, I assume most people need to take some sort of refresher course. It’s just not a useful way of spending time teaching fresh law grads an accounting skill they will likely never have to use, and even if they do need to use it, it won’t be for years.

-Graduate

Junior lawyers do not need to know or understand the intricacies of trust accounting, for example, and this is learnt and then developed when completing the Legal Practice Management Course later in their careers. There needs to be a balance to ensure junior lawyers enter the workforce with useful skills.

-Supervisor

Notably, the five skills rated highest by graduates are soft skills related to communication, working with clients and ensuring ethical practice. This may

reflect the broad applicability of these skills and values to all areas of practice and types of legal tasks.

There were differences in the perceived importance of some skills depending on the practice sector where the respondent did their mandatory supervision period. As shown in the table below, these skills are largely technical skills.

Table 4 Importance of skills and values by mandatory supervision period practice sector (important/very important)


 Important/very important – significant differences		
	Higher proportion	Lower proportion
Preparation of briefs	Government – 79% Private practice – 75%	Corporate/in-house – 53%
Preparation of non-litigious documents	Private practice – 73%	Government – 60%
Court etiquette	Community legal – 76% Government – 72%	Corporate/in-house – 42% Private practice – 60%
Working with vulnerable people	Community legal – 84%	Government – 68% Private practice – 48% Corporate/in-house – 33%
Working with a diverse range of clients	Community legal – 83%	Government – 64% Private practice – 60% Corporate/in-house – 42%
Good business practice and risk management	Private practice – 61%	Government – 51%
Understanding trust accounting	Private practice – 35%	Government – 22%

Table 5 Skills and values – importance in preparing graduates to start practising as an early career lawyer (graduate survey)

Category	Skills and values	Importance Not at all important (1) to Very important (5)
Communication	Plain English writing and language	4.4 (n=1,374)
Ethical	Ethical obligations	4.4 (n=1,363)
Ethical	Professional courtesy	4.3 (n=1,361)
Communication	Clear communication	4.3 (n=1,376)
Communication	Client engagement	4.3 (n=1,376)
Work management	Time management	4.2 (n=1,364)
Legal	Legal analysis and advice	4.2 (n=1,395)
Work management	Working independently	4.2 (n=1,365)
Communication	Client advice	4.1 (n=1,374)
Legal	Legal research	4.1 (n=1,395)
Work management	Client file management	4.0 (n=1,366)
Legal	Preparation of briefs	4.0 (n=1,392)
Legal	Preparation of non-litigious documents	3.9 (n=1,390)
Legal	Court etiquette	3.7 (n=1,396)
Work management	Good business practice and risk management	3.5 (n=1,362)
Communication	Working with vulnerable people	3.5 (n=1,355)
Legal	Negotiation	3.5 (n=1,391)
Communication	Working with a diverse range of clients	3.5 (n=1,362)
Work management	Understanding trust accounting	2.6 (n=1,360)

Note: Ratings exclude respondents who selected 'I'm not sure'. Q: How important were the following skills and values in preparing you to start practising as an entry level lawyer? (Not at all important → Very important),

Supervisors reported most skills and values were not consistently demonstrated by early career lawyers

Supervisors were asked the extent to which the early career lawyers they supervised had demonstrated the skills and values to a reasonably acceptable standard at the start of their mandatory supervision period.

Of the 19 skills and values assessed, only two – ‘demonstrating professional courtesy’ and ‘legal research’ – were reported by most supervisors as being demonstrated often or always by early career lawyers (see Table 5). Eight skills and values were most commonly reported to be demonstrated sometimes, while the remaining nine were most commonly reported as being demonstrated rarely or never.

These findings suggest that early career lawyers at the start of their mandatory supervision period are not consistently demonstrating key skills and values to a reasonably acceptable standard.

Over half of surveyed supervisors reported the following skills were never/rarely demonstrated:

- Understanding trust accounting (61% never/rarely)
- Negotiation (59% never/rarely)
- Good business practice and risk management (56% never/rarely)
- Court etiquette (54% never/rarely).

As noted in the previous section, the low ratings for trust accounting or court etiquette may be due to the technical and specific nature this skill, meaning it is not a skill required by certain areas of the legal sector.

The two skills rated highest by graduates in terms of their importance (plain English writing and language and ethical obligations) were most commonly reported to be demonstrated sometimes by supervisors.

Around one-in-five supervisor respondents reported these two skills were demonstrated never or rarely (18% respectively), indicating a skills gap where skills and values are considered critical for effective legal practice are not consistently demonstrated at the start of the mandatory supervision period by early career lawyers.

A small number of supervisors drew specific attention to gaps in early career lawyers’ plain English skills. They noted the academic expression taught in

university studies does not always translate well to legal advice, with PLT not adequately supporting the development of plain English skills in some instances. This was also acknowledged by a small number of graduates.

Early career lawyers often need to be re-trained to draft in plain English and to actually give advice rather than just academic analysis

-Supervisor

[Graduates] often come in with a very academic/university driven mindset, e.g., very case/research heavy rather than thinking of the practical steps.

-Supervisor

A small proportion of supervisors also reflected that while PLT was designed to support development of these skills and values, they should also be developed through university study. One reported that university courses do not effectively prepare graduates for a career in the legal profession, with PLT unable to overcome these shortcomings in its current design.

Most of the shortcomings are from the quality of university study. Law schools are not teaching key skills needed for a commercial law career. This should be a focus of the law schools. PLT is simply not effective at teaching this in the timeframe.

-Supervisor

Some supervisors and graduates also acknowledged that some of the skills and values presented are unable to be taught to a reasonably acceptable standard before entering the workplace. They noted that practical skills are best taught in the mandatory supervision period, through which early career lawyers are able to work autonomously and have ongoing access to supervisors who are invested in their development.

The only way to train a good lawyer is to see them work closely with a good lawyer while also allowing them substantial autonomy. It cannot be done in a classroom.

-Graduate

I am consistently outraged at the way managing partners of large firms provide media interviews that suggest that the legal education system is failing by not producing law graduates that already know how to practice law. Necessarily, practical skills are learned by doing. It is not possible to know how to do a job you’ve never done.

-Supervisor

Table 6 Skills and values – Extent demonstrated by graduates at the start of the mandatory supervision period (supervisor survey)

Category	Skill or value	Never/Rarely	Sometimes	Often/Always	I'm not sure
Communication	Plain English writing and language	18%	43%	39%	1%
Ethical	Ethical obligations	18%	41%	39%	2%
Ethical	Professional courtesy	5%	23%	71%	1%
Communication	Clear communication	28%	48%	23%	1%
Communication	Client engagement	39%	42%	18%	1%
Work management	Time management	23%	43%	34%	<1%
Legal	Legal analysis and advice	31%	43%	25%	1%
Work management	Working independently	25%	43%	31%	<1%
Communication	Client advice	55%	31%	12%	2%
Legal	Legal research	11%	34%	54%	<1%
Work management	Client file management	49%	36%	13%	2%
Legal	Preparation of briefs	47%	32%	14%	7%
Legal	Preparation of non-litigious documents	38%	40%	20%	2%
Legal	Court etiquette	54%	28%	11%	8%
Work management	Good business practice and risk management	56%	30%	11%	3%
Communication	Working with vulnerable people	48%	25%	10%	17%
Legal	Negotiation	59%	31%	7%	3%
Communication	Working with a diverse range of clients	43%	31%	13%	13%
Work management	Understanding trust accounting	61%	16%	5%	19%

Q: In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following skills and values to a reasonably acceptable standard at the start of their mandatory supervision period?

Skills and values are ordered based on the graduate ratings of importance detailed in the previous finding

Graduates and supervisors identified that university, PLT providers, employers and supervisors have roles in teaching legal skills and values

Both graduate and supervisor survey respondents were asked to identify the stage at which it was most appropriate for graduates to develop each of the skills and values. The tables below show findings split by the four overall categories.

Both graduates and supervisors suggested a majority of skills and values should be taught throughout all stages of legal training. There were some outliers to this trend, including:

- University being identified as the most appropriate stage for the teaching of legal research (56% of graduates, 54% of supervisors)
- Graduate responses being split between university (40%) and all stages of legal training (40%) for legal analysis and advice skills.

Table 7 Stage of legal training – Legal skills (n=1,329 graduates, n=912 supervisors)

Skill	Survey	University	PLT	Supervised practice	All stages	Not required
Legal research	Graduate	56%				
	Supervisor	54%				
Legal analysis and advice	Graduate	40%			40%	
	Supervisor				42%	
Preparation of briefs	Graduate		27%		27%	
	Supervisor		33%			
Preparation of non-litigious documents	Graduate	29%			29%	
	Supervisor				31%	
Negotiation	Graduate				35%	
	Supervisor				38%	
Court etiquette	Graduate				30%	
	Supervisor				30%	

■ Highest proportion(s) reported

■ Response(s) 5% or less of the highest proportion(s) reported

■ Response(s) more than 5% but less than 11% lower than the highest proportion(s) reported

Most communication and client-based skills and values were also most commonly reported to be appropriately taught at all stages of legal training. The exception to this is plain English writing and language skills, which were considered to be most appropriately taught at university (46% of graduates, 47% of supervisors). Supervisors were also equally split on whether client advice should be taught at all stages of legal training or during supervised practice (32% respectively).

Table 8 demonstrates that while 'all stages of legal training' was the most common category for most of these skills and values, the distribution of responses related to working with clients was skewed more towards PLT and supervised practice stages of legal training compared with university.

Table 8 Stage of legal training – Communicating and working with clients (n=1,315 graduates, n=877 or *n=876 supervisors)

Skill	Survey	University	PLT	Supervised practice	All stages	Not required
Clear communication	Graduate				44%	
	Supervisor				44%	
Plain English writing and language*	Graduate	46%				
	Supervisor	47%				
Client engagement	Graduate				34%	
	Supervisor				33%	
Client advice*	Graduate				35%	
	Supervisor			32%	32%	
Working with vulnerable people*	Graduate				30%	
	Supervisor				30%	
Working with diverse clients	Graduate				27%	
	Supervisor				28%	

■ Highest proportion(s) reported

■ Response(s) 5% or less of the highest proportion(s) reported

- Response(s) more than 5% but less than 11% lower than the highest proportion(s) reported

Unlike the other themes, work management skills and values were more commonly identified as appropriately taught in PLT or during supervised practice. The exception to this is time management skills which were reported by both graduates and supervisors to be appropriately taught at all stages of legal training.

While graduates rated trust accounting as low in importance for their preparation to practise as an early career lawyer, both graduates and supervisors identified PLT as the most appropriate stage for the development of this skill. This may reflect PLT's perceived role in providing exposure to a range of legal skills prior to a practitioner's entry into a specific area of practice.

Table 9 Stage of legal training – Work management (n=1,306 graduates, n=857 supervisors)

Skill	Survey	University	PLT	Supervised practice	All stages	Not required
Working independently	Graduate			35%		
	Supervisor			37%		
Time management	Graduate				45%	
	Supervisor				38%	
Client file management	Graduate			33%		
	Supervisor		34%			
Good business practice and risk management	Graduate			35%		
	Supervisor			36%		
Understanding trust accounting	Graduate		29%			
	Supervisor		35%			

- Highest proportion(s) reported
- Response(s) 5% or less of the highest proportion(s) reported
- Response(s) more than 5% but less than 11% lower than the highest proportion(s) reported

The majority of graduates and supervisors reported that ethics skills should be taught at all stages of legal training. Compared with other themes, there was little variance in responses regarding ethics skills.

Table 10 Stage of legal training – Ethics (n=1,296 graduates, n=855 supervisors)

Skill	Survey	University	PLT	Supervised practice	All stages	Not required
Professional courtesy	Graduate				56%	
	Supervisor				54%	
Ethical obligations	Graduate				55%	
	Supervisor				53%	

- Highest proportion(s) reported
- Response(s) 5% or less of the highest proportion(s) reported
- Response(s) more than 5% but less than 11% lower than the highest proportion(s) reported

Q: At what stage of legal training do you believe it is most appropriate for law graduates to develop the following skills and values?

Overall, these findings indicate both graduate and supervisor survey respondents perceived most of the skills and values should be included in all stages of legal training. The findings suggest that the legal profession considers that many different stakeholders in the academic and career progression pipeline have a role to play in the development of practical skills. This includes universities, PLT providers and employers. It does appear, however that work-related experience is deemed to be useful in supporting the development of client and work management skills.

Graduates and supervisors reiterated the importance of professional and client-based skills, including those that are specific to certain practice areas

When asked to report any other skills that should be important to be taught as part of PLT, respondents reiterated the importance of:

- Legal skills such as drafting and preparation of documents and file management
- Client-based skills including client communication and management of client expectations
- Workplace skills such as communication with other lawyers, receiving feedback and navigating workplace culture.

Given legal and client-based skills currently feature in the PLT Competency Standards, these findings indicate that, to some extent, some graduates feel they are not being taught certain skills to the expected level, and supervisors are reporting that graduates are not demonstrating these skills to an expected level. A small number of respondents highlighted that skills and capabilities covered in the coursework were not taught to substantial depth and utility for application in a professional environment.

I don't think there are necessarily more skills, but I think they need to be taught better. Insofar, I don't think I learnt these skills during the PLT Program.

-Graduate

There needs to be further skill development regarding practical skills that lawyers use. The course was far too brief and we were not given an opportunity to improve our advices, letters, etc. The assignments felt like a "tick box" activity.

-Graduate

Some graduates sought more specific and practical guidance on how to complete expected tasks as an early career lawyer. This includes drafting and revising documentation, using forms and following standard procedures.

Less about actual legal principles which are already taught at university. More about completing forms in line with procedural rules.

-Graduate

You need to be given practical information. Students need precedents of forms and examples of documents which can be the basis of how to do things.

-Graduate

Some graduates also considered it important to be taught skills that were aligned with the area of practice they were going to practise in. Respondents largely perceived PLT to be tailored to private practice and certain areas of practice (litigation, disputes), with limited in-depth focus on other practice sectors or areas of practice.

You shouldn't be required to do property and contracts. As someone who knew they wanted to work in immigration law, there should be more options for PLT students to delve into the area of law they're working in. Not everyone wants to be a corporate lawyer.

-Graduate

When I completed my PLT it was largely focussed on practice in a commercial/private law firm and didn't address the important skills needed in other areas of legal practice such as in-house/corporate roles. Critical skills include developing an understand[ing of] how legal advice fits into broader business and strategic contexts, time and matter management, strategic letter writing and drafting clear, persuasive arguments for non-legal audience.

-Graduate

In terms of interpersonal workplace skills, graduates reported it was important to learn skills around understanding and managing deadlines, working with supervisors and other colleagues, and managing stress and wellbeing.

Skills in managing the juggle of multiple principals delegating work, conflicting deadlines – proactive communication within the firm and managing mental health to ensure I was able to be productive. These soft skills are essential for practice but are not really taught.

-Graduate

Some graduates and supervisors saw the value of developing skills related to legal technology use, including AI

A small proportion of open-ended responses from both graduates and supervisors drew attention to the importance of skills related to technology use and noted these skills are often not taught in legal education. This included the need to build graduates' familiarity with practice management software, Microsoft Office products and document management software. Use of this technology was identified as critical to day-to-day work as an early career lawyer.

Document management including using comparedocs, tracked changes and understanding formatting in documents. This is a basic skill but often not touched on at all during legal training.

-Graduate

Graduates are not being trained on the tools (practice management software, online registries, PEXA) or, more importantly, the methods of virtual practice. They lack skills in professional video communication, secure digital document handling, and virtual collaboration.

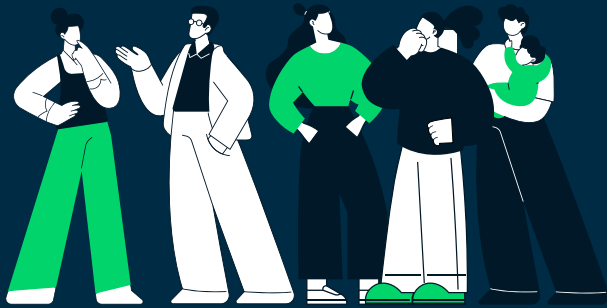
-Supervisor

Some graduates and a small number of supervisors acknowledged the emerging role of AI in legal practice, particularly in legal research and drafting documents. They noted PLT could incorporate training on effective and responsible use of AI tools, including risk management.

I suggest some sort of AI module, perhaps drafting a document or conducting research with the assistance of AI and learning how to give prompts and identify hallucinations.

-Graduate

6



*Noteworthy differences
in the experience of
PLT*

6 Noteworthy differences in the experience of PLT

Key findings

- Practitioners in Tasmania were more likely to report satisfaction with PLT, both as graduates and supervisors.
- Those graduates working within the legal profession both before and during PLT studies were less likely to be satisfied with PLT.
- Graduates within larger employers of 50 or more practitioners were generally less satisfied with PLT.
- Graduates undertaking their PLT coursework in-person were more likely to report satisfaction with PLT.

Results on overall satisfaction and perceptions of PLT usefulness were cross tabulated with different respondent characteristics to identify any noteworthy differences in responses between groups. Urbis conducted significance testing for this analysis to identify differences that are unlikely to be caused by chance alone (see Research overview).

There were consistent differences across questions focusing on different elements of PLT, allowing us to identify groups that reported more positive or negative experiences.

This section presents an overview of the key differences that have emerged. It does not attempt to provide a comprehensive list of all differences identified but outlines the differences that are likely to have the most influence on considerations for the future of PLT. Data tables for the factors identified in this chapter and additional analysis of themes and patterns are presented in Appendix B.

It should also be noted that respondent characteristics often overlap, meaning the differences highlighted are unlikely to solely account for all the variation reported. For example, graduates in larger employers are more likely to have worked in a major city and been part of a graduate program while studying their PLT.

Interpreting findings

Findings in this section largely focus on analysis of graduate satisfaction with PLT components and levels of agreement with statements regarding PLT’s usefulness.

There were 16 statements in the graduate survey that have been analysed. For ease of interpretation, statements have been grouped into 7 key areas of inquiry (see the figure and table below). Significant differences in the response against each of these areas is reported and colour coding has been used to demonstrate where differences between groups exist and in what direction.

The data tables in Appendix B provide full detail on results for each finding reported in this section. Relevant findings from the supervisor survey have also been included in this section and synthesised in combination with graduate survey results where possible.

Figure 33 Key areas of inquiry in graduate survey

Overall experience	Value for money	Coursework structure	Coursework experience
Workplace experience	Usefulness of PLT in training early career lawyers	PLT prepared respondents for start of legal career	

Table 11 Key areas of inquiry in graduate survey and associated statements

Areas	Statements/Question
Overall experience	<ul style="list-style-type: none"> ▪ Experience completing your PLT
Value for money	<ul style="list-style-type: none"> ▪ The value for money
Coursework structure	<ul style="list-style-type: none"> ▪ The coursework delivery method allowed for my active learning and participation ▪ Coursework structure and content ▪ The number of teaching hours ▪ The areas covered under compulsory subjects
Coursework experience	<ul style="list-style-type: none"> ▪ The skills and capabilities taught in the coursework ▪ The standard of teaching in the coursework ▪ Access to teaching staff across the duration of the course
Workplace experience	<ul style="list-style-type: none"> ▪ The workplace experience undertaken as part of PLT requirements ▪ The supervision provided as part of PLT workplace experience ▪ The appropriateness of tasks undertaken during workplace experience ▪ The usefulness of workplace experience in supporting their development as an early career lawyer ▪ The usefulness of PLT workplace experience compared with their previous legal experience

Usefulness of PLT in training early career lawyers	<ul style="list-style-type: none"> ▪ Usefulness of PLT in supporting the legal profession to appropriately train early career lawyers
PLT prepared respondents for start of legal career	<ul style="list-style-type: none"> ▪ Agreement that PLT prepared them for the start of their mandatory supervision period

Noteworthy difference: Respondents from Tasmania reported a much more positive experience of PLT

Tasmanian graduates were substantially more satisfied with PLT compared with those in other states, particularly Queensland

Tasmanian graduates made up 4% of responses with a total of n=59 responding to the graduate survey. While this is a small proportion of the overall sample, there were substantial differences in the experience of these graduates compared with other jurisdictions. The majority of graduates who completed their PLT in Tasmania reported satisfaction with their experience. This was consistent across all areas of inquiry and statements. Tasmania had the highest proportion of net satisfaction when compared with all other states and territories.⁴

Figure 34 Net satisfaction/agreement of respondents who did PLT in Tasmania compared with those who did PLT in other states/territories

Overall experience	Value for money	Coursework structure	Coursework experience
Workplace experience	Usefulness of PLT in training early career lawyers	PLT prepared respondents for start of legal career	

■ - area where graduates who completed PLT in Tasmania reported significantly more satisfaction/agreement than those who completed PLT in other states/territories

■ - area where graduates who completed PLT in Tasmania reported significantly less satisfaction/agreement than those who completed PLT in other states/territories

The differences between net satisfaction in Tasmania and other states and territories are statistically significant and large in magnitude, with the

exception of statements related to individual components of workplace experience (e.g., supervision, appropriateness of tasks).

Table 12 Key net satisfaction/agreement figures for Tasmanian respondents shows the difference between Tasmanian respondents and the state/territory that had the second highest and lowest proportion of respondents with net satisfied/net agree responses. Findings have been presented for key statements only.

Table 12 Key net satisfaction/agreement figures for Tasmanian respondents

Statement	Net satisfaction/agreement		
	Tasmania	Next highest jurisdiction	Lowest jurisdiction
The overall experience	86%	29% South Australia	24% Western Australia
Value for money	53%	19% South Australia	6% Australian Capital Territory* 8% Queensland
The skills and capabilities taught in the coursework	81%	36% South Australia	23% Queensland
The workplace experience undertaken as part of PLT requirements	86%	66% Western Australia	53% Queensland
Usefulness of PLT in training early career lawyers	90%	37% South Australia	17% Australian Capital Territory* 19% Queensland

⁴ Northern Territory is excluded from calculations due to sample size limitations (n=15).

PLT prepared respondents for start of legal career	76%	27% South Australia	13% Queensland
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**Small sample size. Where the comparator jurisdiction has a small sample size and should be interpreted with caution, the next highest/lowest state has been provided.*

There were limited differences between jurisdictions outside of Tasmania, other than Queensland, which had the lowest net satisfaction ratings for several areas (value for money, coursework, workplace experience and preparedness for a legal career).

A profile of Tasmanian graduates and a short summary of the state's approach to PLT is presented below. Further details on the difference in experience of Centre for Legal Studies and University of Tasmania graduates is discussed in Appendix B.7.

Tasmanian graduates (n=59) most commonly:

- Completed their PLT as a separate qualification to the law course, with the same university (78%)
- Completed PLT through the Centre for Legal Studies in partnership with the University of Tasmania (83%)
- Had in-person delivery of PLT (83%)
- Completed PLT coursework full-time (75%)
- Worked in the legal profession during PLT (58%)
- Had previous legal experience before PLT (53%)
- Completed PLT workplace experience in inner regional areas (80%).

The Centre for Legal Studies (CFLS) is the only approved Tasmanian-based PLT course offered to Tasmanian law students. The CFLS delivers the Tasmanian Legal Practice Course (TLPC) fully in-person on campus over 24 weeks (in person three days a week).

The TLPC is promoted as including:

- Workshop style teaching grounded in real practice due to CFLS' instructors and coordinators being current legal practitioners working within the Tasmanian legal profession, community and government legal sectors, or the Tasmanian Bar.
- Advocacy focused training through weekly court appearances in Tasmanian courts and tribunals before real Judges, Magistrates and Tribunal members.
- Simulated file work and transactions, working with "real life" scenarios in TLPC "Firms".
- A 15-day work experience placement organised by the TLPC through its connections with the Tasmanian legal profession.
- On completion of the TLPC, students are conferred with a Graduate Diploma in Legal Practice (GDLP) qualification by the University of Tasmania.

Source: Legal Services Council, Centre for Legal Studies, [Tasmanian Legal Practice Course](#) and [Our difference](#).

Sentiment on PLT was more positive among those that had supervised in Tasmania and generally more negative for those in Queensland

Similar to the graduate survey, the sample size of Tasmanian respondents to the supervisor survey was small (n=45).

Respondents who supervised in Tasmania were significantly more likely to agree that PLT is useful for bridging the gap between academic studies and entering the legal profession compared with respondents who supervised graduates in Queensland (82% net agreement compared with 24%).

Respondents who supervised graduates in Tasmania were significantly less likely to be dissatisfied with the skills of the early career lawyers they had supervised at the beginning of their mandatory supervision period compared with respondents who supervised graduates in Queensland (18% compared with 51% net dissatisfaction). There were also differences in the responses between Queensland supervisors and in Victorian and Western Australian supervisors, with supervisors from these states reporting net dissatisfaction of 26% and 25% respectively.

Supervisors in Tasmania were also significantly more likely to report graduates demonstrated the various legal skills and values often/always compared with other jurisdictions. While there were some differences between the other states, differences were consistently significant and large in magnitude between Tasmania and Queensland. This pattern applied to most skills and values included in the research, with the exception of 'demonstrating professional courtesy', 'plain English skills' and 'legal research'.

Collectively, these results align with those from graduate respondents and suggest a positive experience of PLT within Tasmania.

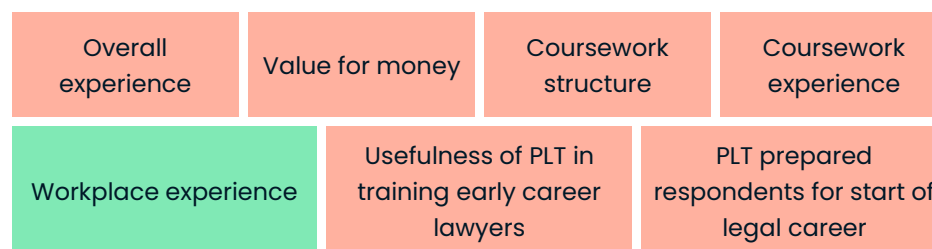
Noteworthy difference: Graduates who worked in the legal profession prior to or during PLT reported a poorer experience of PLT

Graduates with previous legal experience were less likely to be satisfied with their experience completing PLT

Graduate respondents who had worked in the legal profession before commencing PLT had lower satisfaction or agreement across most categories compared with respondents who had not worked in the legal profession. Work in the legal profession includes working in legal administration, undertaking work in a legal setting as a paralegal or similar (paid or unpaid), or having undertaken an associateship or worked as a tipstaff at a law court or tribunal.

Ratings of net satisfaction or agreement were consistently 14-23 percentage points lower for graduates with previous legal experience compared with those that had no previous experience, with the exception of questions related to workplace experience.

Figure 35 Net satisfaction/agreement of respondents with previous legal experience compared with those without previous legal experience



- - area where graduates with previous legal experience reported significantly more satisfaction/agreement than those with no previous legal experience
- - area where graduates with previous legal experience reported significantly less satisfaction/agreement than those with not previous legal experience

The biggest differences were in satisfaction with the overall experience completing PLT (23% net satisfaction for those with legal experience, 47% for

those without) and satisfaction with the coursework structure and content (28% compared with 51%). The smallest differences were related to value for money (10% compared with 24%) and access to teaching staff across the duration of the course (47% compared with 61%).

Findings varied within the workplace experience category. There was a negligible difference in net satisfaction with workplace experience overall, the supervision and the appropriateness of tasks during PLT workplace experience. There were some differences in satisfaction with the usefulness of PLT workplace experience in supporting respondents' development as an early career lawyer. While there were no significant differences in the net satisfaction, those with previous legal experience were significantly less likely to be net dissatisfied with this aspect of PLT workplace experience (9%) compared with those with no experience (16%).

This indicates that previous legal experience has limited influence on graduates' satisfaction with PLT workplace experience, and broadly these graduates see value in this PLT component. This is reflected in other survey findings, which show three-in-five (60%) respondents were net satisfied with PLT workplace experience compared with previous legal experience.

Conversely, findings show consistent dissatisfaction with coursework components among those with previous legal experience. This was reflected in open ended responses, with some graduates noting the coursework component as largely redundant compared with prior legal experience.

I feel that the overall experience of PLT was very disappointing. I developed the majority of my skills from my experience working as a law clerk at different firms. The coursework component provided at [provider] was poor and did little to develop any meaningful legal skills.

-Graduate

I learned much more as a paralegal than I ever did during my PLT studies. The course material was often completely unrelated to my chosen area of practice or otherwise so surface-level as to be entirely unhelpful.

-Graduate

For someone who had 20 years experience as a law clerk/paralegal prior to commencing my PLT, it seemed ridiculous to me that PLT was even required and there was no exemption available. PLT is great for young graduates who have never worked in a law firm before but for those with extensive experience it is completely unnecessary.

-Graduate

There was little meaningful variation in the experience reported across the different types of legal experience. This suggests that any work in the legal profession provides valuable experience that reduces the impact and usefulness of the coursework elements of PLT.

Graduates who had not worked in the legal sector prior to PLT (n=287) were more likely to have:

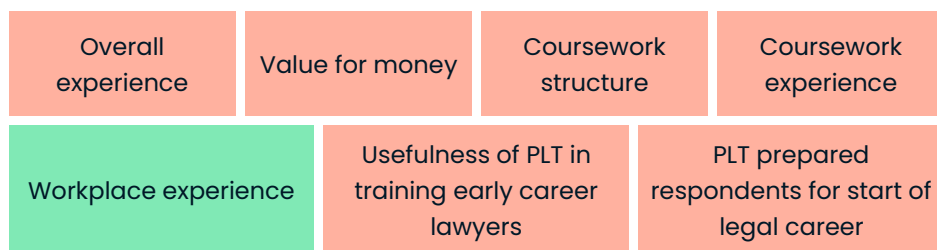
- Completed their PLT in WA, Tasmania or South Australia
- Studied a separate qualification with the same university
- Completed their PLT 8-10 years ago
- Studied at Leo Cussen, the Centre for Legal Studies or ANU
- Undertaken their PLT workplace experience in an Inner Regional area
- Undertaken their PLT workplace experience with a small employer
- Not worked when completing their PLT
- Undertaken the PLT coursework in-person
- Self-funded their PLT or used HECS-HELP/FEE-HELP
- Completed unpaid PLT workplace experience
- Completed their PLT workplace experience in 2 months or less and with less than 30 days (FTE) experience
- Be aged over 45
- Be male.

Graduates who were employed in the legal profession while completing their PLT coursework were less satisfied

Graduates who completed their PLT coursework while working in the legal profession were less satisfied with most components of PLT compared with those who were not working in the legal profession while doing PLT coursework. This group includes graduates who completed their PLT coursework while working as a paralegal at a law practice, while working as a graduate at a legal practice or an in-house legal team, or while working in another role in the legal profession.

Ratings of net satisfaction or agreement in areas outside of workplace experience were around 13-20 percentage points lower for graduates who worked in the legal profession compared with those who did not. Net satisfaction with the access to teaching staff across the duration of the course was an outlier to this, with a smaller difference (8 percentage points).

Figure 36 Net satisfaction/agreement of respondents who worked in the legal profession during PLT coursework compared with those who did not



- - area where graduates who worked in the legal profession during PLT coursework reported significantly more satisfaction/agreement than those who did not
- - area where graduates who worked in the legal profession during PLT coursework reported significantly less satisfaction/agreement than those who did not

The biggest differences were in satisfaction with the overall experience of completing PLT (23% for those who worked in the legal profession, 43% for those who did) and the skills and capabilities taught in the coursework (25% compared with 45%).

Within the workplace experience area, the only statement with a significant difference between groups was regarding 'the usefulness of workplace experience in supporting my development as an early career lawyer'. Respondents who worked in the legal profession during PLT coursework were significantly more likely to be satisfied compared with those who did not work in the legal profession (76% compared with 66%). There were no significant differences in all other statements related to workplace experience.

This suggests that concurrent work in the legal profession may enhance the perceived value of PLT workplace experience for graduates' development. Conversely, it also suggests that one-off placements for workplace experience could lack meaningful opportunities for graduates to be exposed to legal work and develop the skills expected from practical experience.

Similar to work undertaken prior to PLT, there were minimal meaningful differences in satisfaction when analysed by the type of work the graduate was undertaking in the legal profession.

I did my PLT as part of a graduate job at a mid-tier [firm]...I hardly recall which parts of my graduate job were the 'work experience' parts and which were the work work. They were of course in practice exactly the same.

-Graduate

Some supervisors reflected on the appropriateness of PLT workplace experience tasks in open-ended responses, noting it is challenging to adequately invest in a graduate's development when they are only in the workplace for a short period of time. This is aligned to the findings above which suggests that graduates who undertake PLT workplace experience while working within the legal profession are likely to have greater opportunity for exposure to useful work and learning opportunities.

It's such a short period of time, and their [graduate] skills are so limited, it's not possible to give them meaningful engagement with work such that they would develop skills in a way that would be useful beyond the way in which you necessarily develop those skills once you are a practising early career lawyer.

-Supervisor

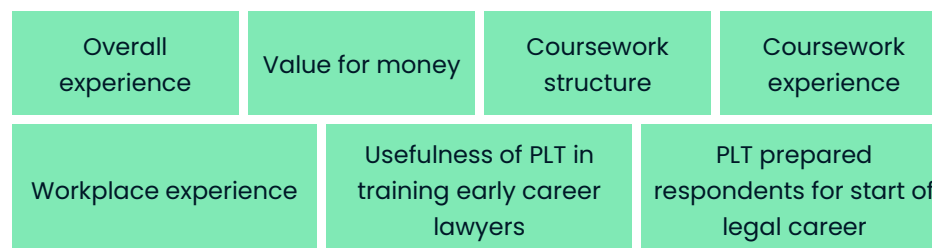
Graduates who did not work in the legal profession while completing their PLT (n=284) were more likely to have:

- Completed their PLT in Tasmania, South Australia or Victoria
- Studied a separate qualification with the same university
- Completed their PLT 4 or more years ago
- Studied at Leo Cussen or the Centre for Legal Studies
- Undertaken their PLT workplace experience in an Inner Regional area
- Undertaken their PLT workplace experience with a small employer
- Completed their studies full-time
- Undertaken the PLT coursework in-person
- Self-funded their PLT, used HECS-HELP/FEE-HELP or been assisted by family or friends
- Completed unpaid PLT workplace experience
- Completed their PLT workplace experience in 2 months or less and with less than 30 days (FTE) experience
- Be aged over 35.

Noteworthy difference: Graduates who undertook PLT coursework solely in-person were more satisfied with their experience of PLT

Respondents who did PLT coursework in-person only consistently had net satisfaction 20-30 percentage points higher than those who did coursework in a hybrid or online only format. Feedback on PLT workplace experience was also different however the differences were smaller and varied by individual statement (i.e., satisfaction with supervision, appropriateness of tasks).

Figure 37 Net satisfaction/agreement of respondents who did PLT/SLT/Legal Traineeship coursework in-person only compared with those who did PLT/SLT/Legal Traineeship coursework hybrid or online only



- - area where graduates who completed PLT coursework in-person only reported significantly more satisfaction/agreement than those who did PLT coursework hybrid or online only
- - area where graduates who PLT coursework in-person only reported significantly less satisfaction/agreement than those who did PLT coursework hybrid or online only

The largest differences in net satisfaction or agreement were in the following statements:

- Value for money (38% in-person vs 9% hybrid/online)
- The skills and capabilities taught in the coursework (54% vs 25%)
- The coursework delivery method allowed for my active learning and participation (76% vs 47%)
- Usefulness of PLT in training early career lawyers (51% vs 23%).

This indicates that the coursework delivery method has substantial influence on satisfaction with PLT, likely reflecting more active learning, participation and engagement with the content in an in-person environment. This may include useful interaction with the teacher and other PLT participants or in-person environments being more similar to a workplace environment.

There were very limited open-ended reflections on the value of in-person teaching specifically, however in contrast some respondents questioned the value for money of online formats. These graduates noted online coursework was largely self-paced and asynchronous and delivered using the same content year-on-year.

The PLT Coursework component was very poor value for money. It cost around \$10,000 and was delivered entirely online with materials and videos that were clearly recycled from previous times the course was run. Aside from having teachers mark our assignments, it is unclear what this sum of money was really paying for.

-Graduate

Net satisfaction with PLT value for money also differed significantly based on whether the course was delivered in-person (38%), hybrid format (10%) or an online only format (6%). There were also differences in satisfaction with coursework structure and content with in-person graduates having 55% net satisfaction, hybrid format 32% and online only 25%.

These findings suggest opportunities for PLT providers to improve the design, structure and delivery of online coursework to offer comparable experiences and outcomes compared with those achieved through in-person models.

Similar trends were also reported in the New South Wales PLT Research, with graduates generally reporting a more positive experience having completed their PLT in-person.

Noteworthy difference: Experience of PLT differs based on the size of the employer

Graduates who did their PLT workplace experience at larger employers were less satisfied with PLT

Graduates who did their PLT workplace experience at a larger employer with more than 50 legal practitioners were less likely to be satisfied with PLT across all areas. Figure 39 identifies where there were significant differences in the areas covered in the graduate survey across respondents in smaller (five or less practitioners), medium (6-50 practitioners) and large (more than 50 practitioners).

Figure 38 Net satisfaction/agreement by size of law practice, company or department where respondent did PLT workplace experience

	Small (5 or less)	Medium (6-50)	Large (More than 50)
Overall experience	Green	Green	Red
Value for money	Green	Green	Red
Coursework structure	Green	Green	Red
Coursework experience	Green	Yellow	Red
Workplace experience [^]	Green	Green	Red
Usefulness of PLT in training early career lawyers	Green	Green	Red
PLT prepared respondents for start of legal career	Green	Green	Red

[^] Results differed across individual workplace experience components. The table shows the overall pattern of responses for the broad area.

- Significantly higher net satisfaction/agreement than employer sizes in yellow or red
- Significantly higher net satisfaction/agreement than employer sizes in red, and significantly lower than employers in green
- Significantly lower net satisfaction/agreement than employer sizes in green and yellow

There were very minimal differences between graduates who worked with small or medium employers, with the exception of statements regarding the coursework structure. Respondents who did their PLT workplace experience with small employers were significantly more likely to be net satisfied with the skills and capabilities taught in the coursework (42%) compared with those who completed workplace experience with a medium-sized employer (32%) and those working with large employers (15%). Similarly, those who completed PLT workplace experience with small employers were significantly more likely to be net satisfied with the standard of teaching in the coursework (57%) compared with those in medium-sized employers (48%) and large employers (32%).

This may suggest that smaller employers have less capacity to train and develop early career lawyers on-the-job, and therefore these graduates see more value in coursework components compared with those in larger employers. Conversely, this aligns with feedback from graduates working with larger employers where they reported the content of PLT was duplicative of the information they were provided as part of their graduate program.

Satisfaction with the supervision provided as part of PLT workplace experience was associated with the size of the employer, with significant differences between satisfaction of respondents who did workplace experience at small employers (64%) and larger employers (73%). This may indicate that larger employers have a greater capacity to provide effective supervision to PLT participants.

My graduate program has done a significantly more rigorous job in providing learning that caters to the work we do (although I understand the majority of people may not go through a firm that provides a graduate program). Workplace experience is the most important aspect, as your learning truly happens in that. Large firms approach PLT like a checkbox, and have developed courses in tandem with PLT providers to get it completed as fast as possible. It is not treated as if it provides genuine learning, it is tokenistic at this stage.

-Graduate

While graduates working with larger employers reported lower satisfaction overall regarding their workplace experience, there were no significant differences regarding the appropriateness of tasks, the usefulness of workplace experience for development and the usefulness of workplace experience compared with previous legal experience.

Similar findings were reported in the New South Wales PLT Research, with graduates working at larger firms more likely to report a negative experience with PLT.

Graduates who undertook their PLT workplace experience within a small employer (n=377) were more likely to have:

- Studied at Leo Cussen or QUT
- Undertaken their PLT workplace experience in an Inner or Outer Regional area
- Undertaken their PLT workplace experience within the Corporate legal sector
- Completed their studies full-time
- Completed their PLT in 3 months or less
- Undertaken their study online-only
- No previous workplace experience prior to PLT
- Self-funded their PLT, used HECS-HELP/FEE-HELP or were assisted by family or friends
- Unpaid PLT workplace experience
- Completed their PLT workplace experience in 2 months or less and with less than 30 days (FTE) experience
- Be aged 35-54.

They were also less likely to have completed the PLT in the last 2 years.

Graduates had differing levels of satisfaction depending on the size of employer where they did their mandatory supervision period

Graduates who did their mandatory supervision period at law practices, companies or departments with more than 50 legal practitioners were significantly less likely to be satisfied with their PLT experience, value for money and coursework components. For most areas, net satisfaction or agreement followed a pattern where satisfaction decreased as the size of the employer increased. The exception to this is in respondents' overall experience of PLT, in which similar proportions of respondents working with small and medium employers (39% and 32% respectively) were satisfied, compared with respondents from large employers (15%).

There were no significant differences in the workplace experience area.

Figure 39 Net satisfaction/agreement by size of law practice, company or department where respondent did mandatory supervision period

	Small (5 or less)	Medium (6-50)	Large (More than 50)
Overall experience	Green	Green	Red
Value for money	Green	Yellow	Red
Coursework structure [^]	Green	Yellow	Red
Coursework experience [^]	Green	Yellow	Red
Workplace experience	Grey	Grey	Grey
Usefulness of PLT in training early career lawyers	Green	Yellow	Red
PLT prepared respondents for start of legal career	Green	Yellow	Red

[^] Results for some statements within these areas show differences between medium and large employers, however these are not significantly different. The table shows the overall pattern of responses for the broad area.

- Significantly higher net satisfaction/agreement than employer sizes in yellow or red
- Significantly higher net satisfaction/agreement than employer sizes in red, and significantly lower than employers in green
- Significantly lower net satisfaction/agreement than employer sizes in green and yellow
- No significant difference in satisfaction/agreement compared with graduates from employer sizes

While there was some variation, these patterns were generally consistent when broken down into more granular categories of employer size. As with PLT workplace experience, this may be influenced by employers/legal teams of different sizes having varied capacity to support early career lawyers. This is also likely to be influenced by the number of graduates who complete both their PLT workplace experience and their mandatory supervised practice with the same employer. While this was not directly asked within the survey, as reported in Section 4, 61% of graduate respondents reported continuing to work with their PLT workplace experience employer after competing PLT.

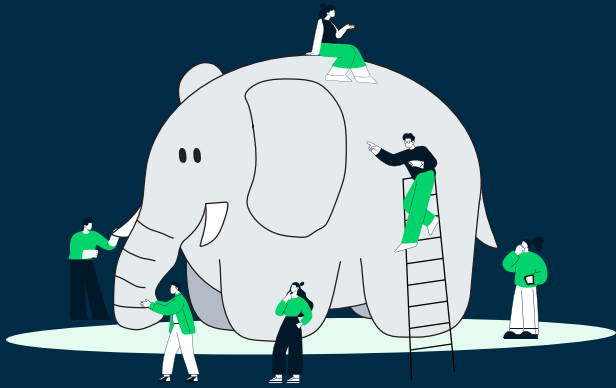
Supervisors working with larger employers were more satisfied with the skills of early career lawyers, but less likely to consider PLT useful in bridging the gap between studies and the legal profession

Supervisors working in organisations with more than 50 legal practitioners were significantly more likely to be net satisfied with the skills of the early career lawyers they supervised at the start of their mandatory supervision period compared with supervisors working in organisations with 5 or less legal practitioners (49% net satisfaction compared with 35%). The proportion of net satisfaction for those in medium-sized organisations was similar to large organisations (45%).

On the other hand, supervisors working in large organisations were significantly less likely to agree that PLT is useful for bridging the gap between academic studies and entering the legal profession compared with both medium-sized and small organisations (30% net agreement compared with 48% and 41% respectively).

Collectively these findings are likely to reflect the ability of larger employers to attract higher performing graduates and the prevalence of more structured graduate training programs in larger employers. As identified in analysis of the graduate survey, graduate respondents highlighted the training provided by PLT as largely redundant compared with that offered by the organisation. Smaller organisations may not have the resources to offer these programs and therefore would be more likely to find PLT useful in supporting the development of their early career lawyers and may be less likely to attract high performing graduates.

7



Implications

7 Implications

This research has found that there is general dissatisfaction with PLT and the skills demonstrated by early career lawyers. This suggests that a reform of PLT is required to ensure that early career lawyer training is fit for purpose for the modern legal profession across Australia.

This section identifies a number of implications of the findings of this research and suggests potential actions that could be considered by the Admissions Committee, the LACC and the profession more widely.

Each implication has been presented as a standalone consideration with a short summary of the relevant supporting evidence and potential activities or approaches that could be considered.

Refocus PLT towards applied learning

What the findings tell us:

- Overall dissatisfaction with PLT was driven primarily by coursework structure, content and value for money.
- Coursework was widely viewed as repetitive of university studies and insufficiently practical.
- Higher satisfaction amongst Tasmanian graduates suggests the model of applied learning utilised may be an effective approach to supporting the development of practical legal skills for early career lawyers.

Potential actions for consideration

- Reduce the volume of generic coursework.
- Redesign coursework to focus on applied problem-solving, professional judgement and practical decision-making rather than template-driven assessments.
- Create opportunities for practical skill development, including negotiation and communication, in simulated learning environments.
- Consider how PLT content can build on university curricula, or consider formal integration of PLT-style learning into law degrees to avoid duplication.
- Reduce emphasis on more technical niche content that is unlikely to be used across sectors, or require specific training or professional development for early career lawyers prior to undertaking work requiring those skills.

Clarify what PLT can and cannot realistically achieve

What the findings tell us:

- Supervisors acknowledged many skills were learned only through real practice.
- Expectations of “practice-ready” graduates were inconsistent and may have been unrealistic.
- Tasmania’s more positive outcomes suggest tighter integration and clearer expectations matter.

Potential actions for consideration

- Clearly define PLT’s role as preparation for entry to supervised practice, not full competence.
- Align expectations across universities, PLT providers and employers.
- Draw lessons from Tasmania’s approach, particularly around scale, integration and support.
- Include considerations regarding shared responsibility for practical skills development in university courses in any reform of PLT, including the feedback provided from respondents regarding the appropriate learning environment for the various skills and values.

Prioritise interactive teaching for core skills and, where possible, in-person delivery

What the findings tell us:

- In-person coursework was associated with substantially higher satisfaction across all measures.
- Online and hybrid models were seen as poor value, especially when self-directed and static.
- Graduates wanted more opportunities to practise, discuss and receive feedback.
- Supervisors noted that early career lawyers lacked interpersonal and communication skills.

Potential actions for consideration

- Introduce a minimum threshold of face-to-face or live interactive teaching.
- Promote greater use of workshops, simulations and supervised practice exercises.
- Ensure teachers have knowledge and experience in contemporary legal practice, utilising guest teachers as appropriate.
- Reduce reliance on static, recycled online materials and treat fully asynchronous online delivery as supplementary rather than primary for core competencies.
- Investigate the implications of increased in-person delivery on access to PLT for graduates outside of metropolitan areas.

Make equity a guiding principle in any reform of PLT

What the findings tell us:

- Equity impacts are currently incidental rather than intentionally addressed.
- Most graduates secured workplace experience through existing employment or personal connections.
- Graduates without prior legal roles or social capital report difficulties in accessing meaningful workplace experience.
- Cost and unpaid placements exacerbate inequality and could delay entry to practice.

Potential actions for consideration

- Incorporate equity as a guiding principle in the design of any PLT reform.
- Greater support for graduates who do not have existing relationships or contacts within the legal profession to identify appropriate PLT workplace placements.
- Specific considerations to support equity in PLT could include:
 - Reducing overall cost through shorter, more targeted PLT and less duplication.
 - Encourage paid workplace experience or greater promotion of available scholarships.
 - Consider staged or embedded training models within university degrees to spread cost and reduce post-graduation burden.

Shift from “one-size-fits-all” to a modular and differentiated model of training

What the findings tell us:

- Graduates and supervisors criticised the uniform curriculum of PLT.
- The relevance of some skills varied by sector.
- Graduates with prior legal experience (who formed the majority of graduate responses) found PLT coursework particularly low value.

Potential actions for consideration

- Explore a modular or streamed PLT model, allowing:
 - Core modules for universally relevant skills (ethics, plain English, client communication)
 - Elective or sector-specific modules aligned to intended practice areas
 - Recognition of prior legal experience, including shortened or alternative pathways for graduates with previous legal work experience.
- Allow experienced graduates to demonstrate competence through assessment rather than time-based participation.
- Preserve workplace experience requirements, but tailor expectations for content and timeframe based on demonstrated experience.

Increase emphasis on high-quality, structured workplace experience

What the findings tell us:

- Workplace experience was consistently valued by both graduates and supervisors.
- Quality and variety of tasks mattered more than nominal duration.
- Short, transactional placements limit skill development and employer investment.
- Some supervisors reported limited guidance on expectations and learning outcomes.

Potential actions for consideration

- Set clearer minimum standards for PLT workplace experience, including expected task variety and exposure.
- Provide supervisors with clear guidance on learning outcomes and competencies they are being asked to sign off.
- Encourage longer, more integrated placements, particularly for graduates without prior legal experience.
- Explore mechanisms to better align workplace experience with the graduate’s subsequent supervised practice.

Rebalance the focus on different skills and values taught within PLT

What the findings tell us:

- Graduates and supervisors agreed that many of the skills and values identified were important to be taught across all legal training avenues.
- Supervisors reported many of the skills and values were not demonstrated to an expected standard at the start of supervised practice.
- A small number of skills and values were suggested by respondents to be more appropriate to be taught within PLT.

Potential actions for consideration

- Opportunity to focus PLT on skills graduates’ rate as critical and supervisors’ identify as weak, such as plain English drafting, client advice, file management and risk awareness – supporting ‘practice-ready’ early career lawyers.
- Approaches to technical but low-exposure skills (such as trust accounting) need to be integrated into any new training approach.
- Acknowledge that some skills, particularly work management are most appropriate to be the focus of ‘on-the-job’ training.

Future-proof the curriculum

What the findings tell us:

- Graduates and supervisors identified gaps in training on legal technology and modern practice tools.
- There was emerging interest in responsible use of AI in legal work.

Potential actions for consideration

Incorporate training in:

- Court portals and e-filing systems.
- Practice management and document management software (noting that specific tools will vary across the profession).
- Responsible and ethical use of AI in research and drafting.
- Risk awareness and professional judgement when using emerging technology.

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Appendix

A

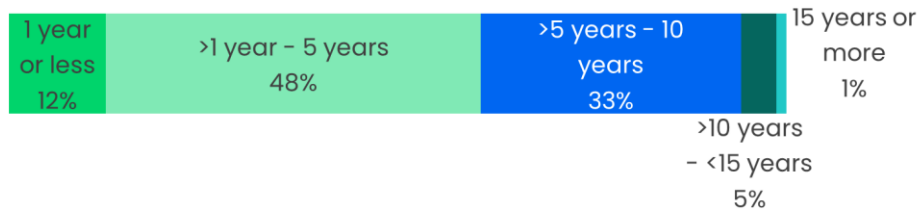
Survey results

A.1 Graduate survey results

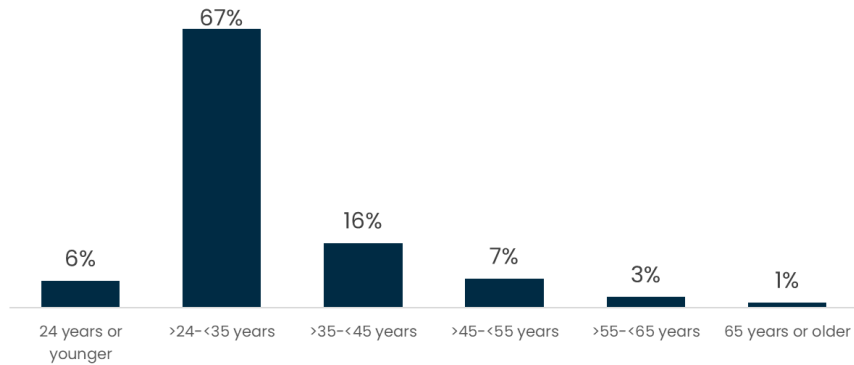
A.1.1 Demographic questions

Q. What year did you complete your pre-admission University law degree? (n=1,463)

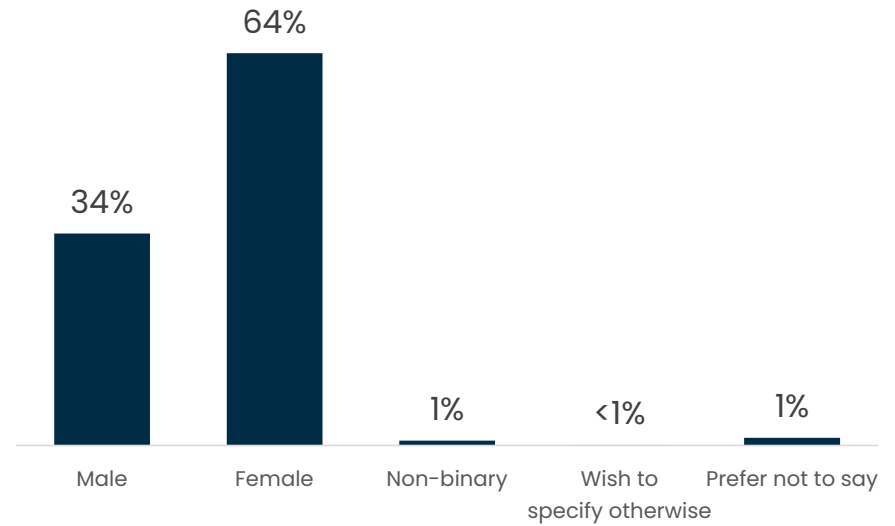
Note: this has been recoded to reflect the number of years since completing their degree at the time of the survey.



Q. How old are you? (n=1,265)

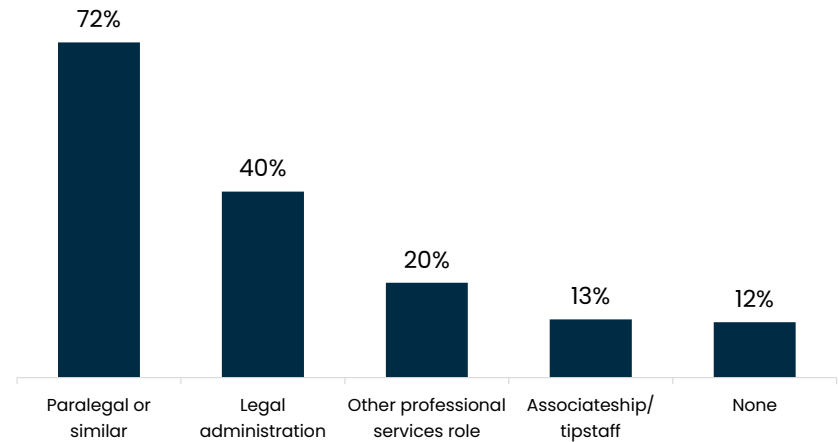


Q. Gender (n=1,270)



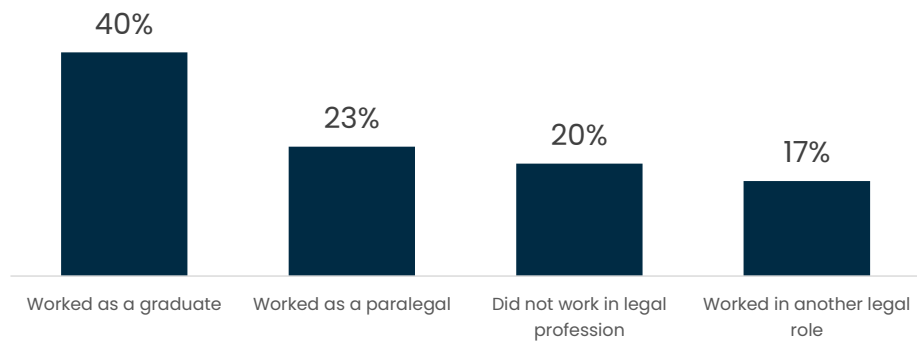
Q. Prior to commencing your PLT/SLT/Legal Traineeship had you worked in/as... (n=1,463)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

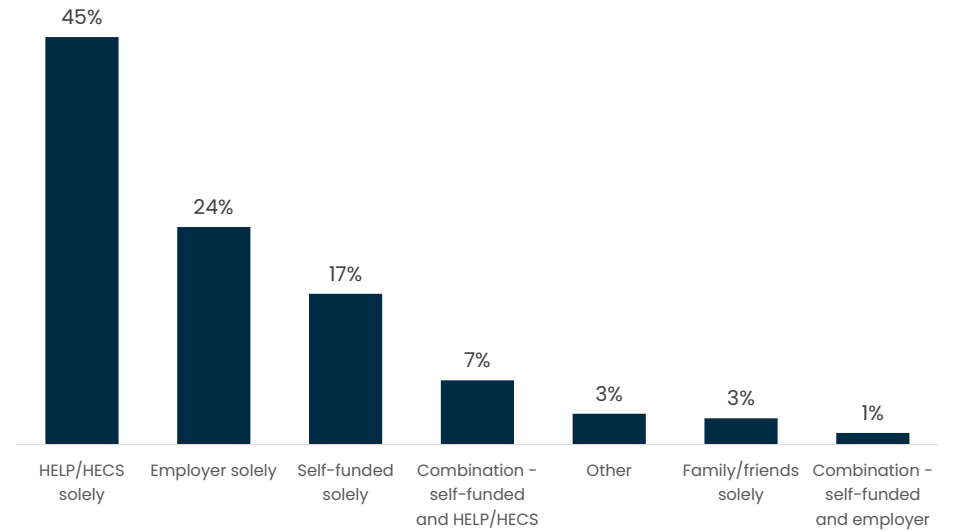


Q. Did you complete your PLT coursework while working in the legal profession? (n=1,416)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

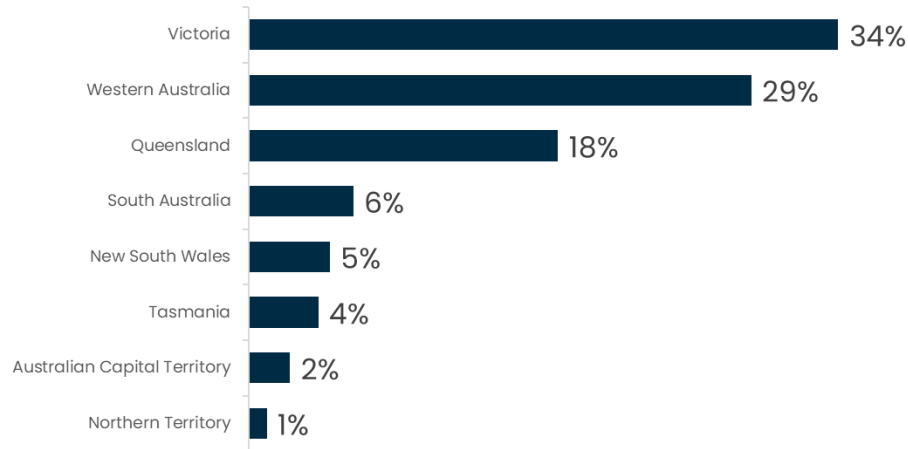


Q. The cost of my PLT was paid for by... (n=1,416)

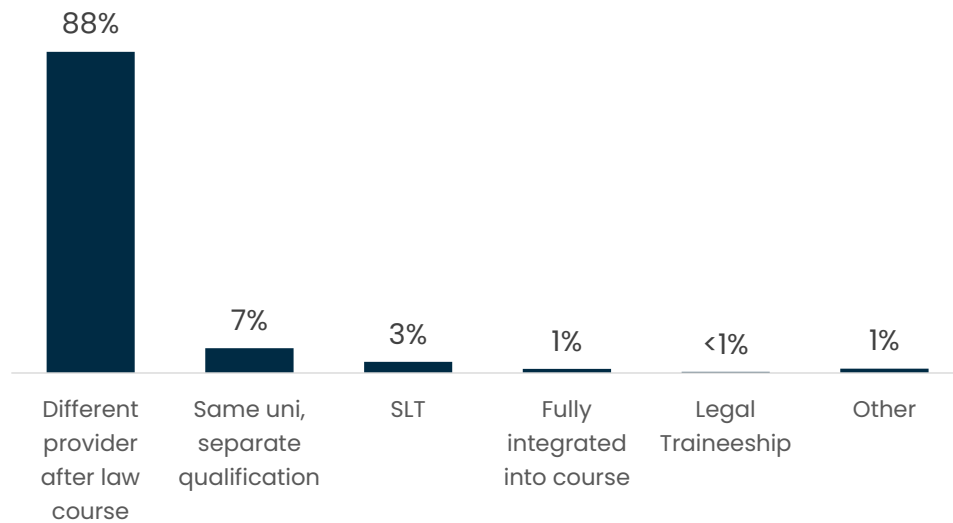


A.1.2 PLT characteristics

Q. In which state or territory did you complete your PLT, SLT or Legal Traineeship? (n=1,463)



Q. How did you choose to complete your practical legal training? (n=1,463)

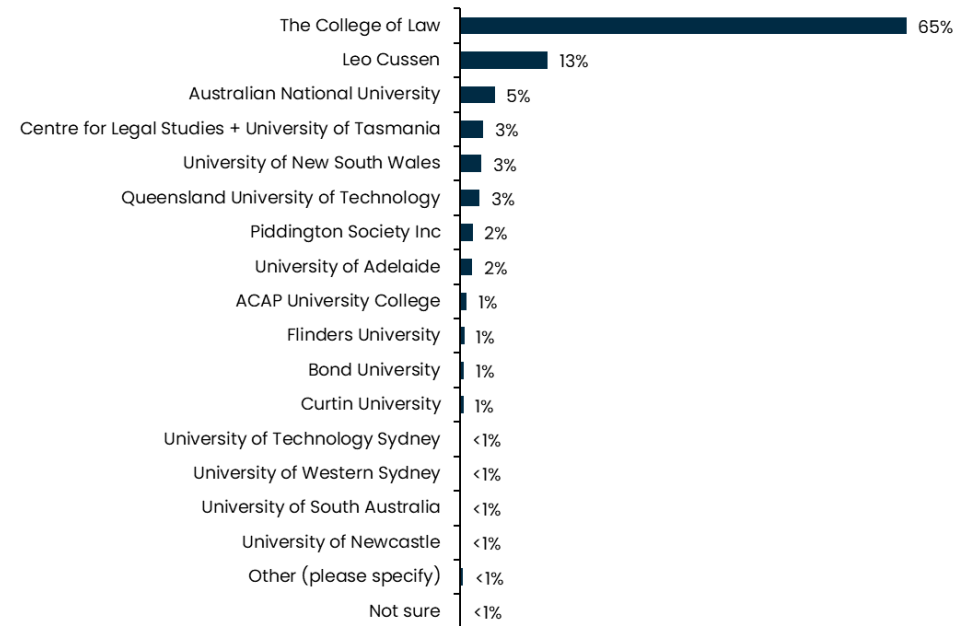


Q. What year did you complete your PLT, SLT or Legal Traineeship? (n=1,435)

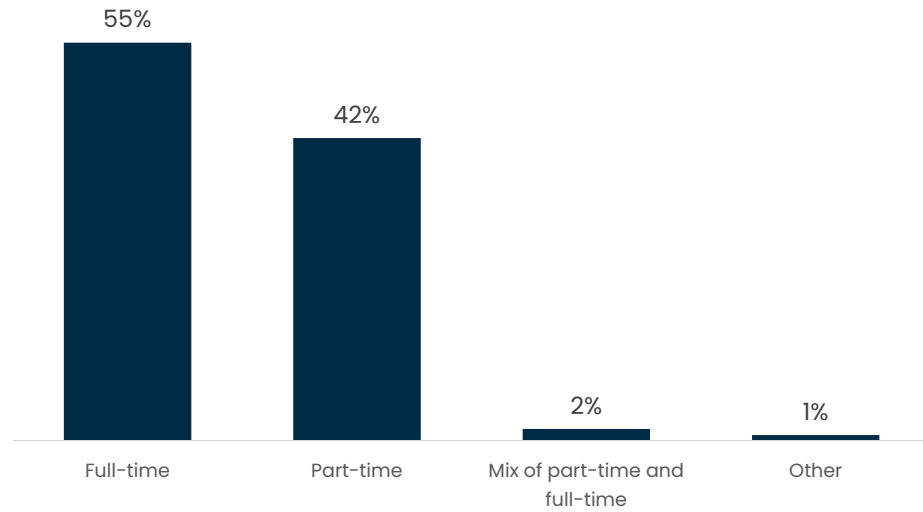
Note: this has been recoded to reflect the number of years since completing their PLT/SLT/Legal Traineeship at the time of the survey. Respondents who did PLT fully integrated into their law course were excluded from calculations.



Q. Through which organisation did you complete your PLT/SLT/Legal Traineeship? (n=1,463)



Q. My PLT coursework was conducted... (n=1,416)



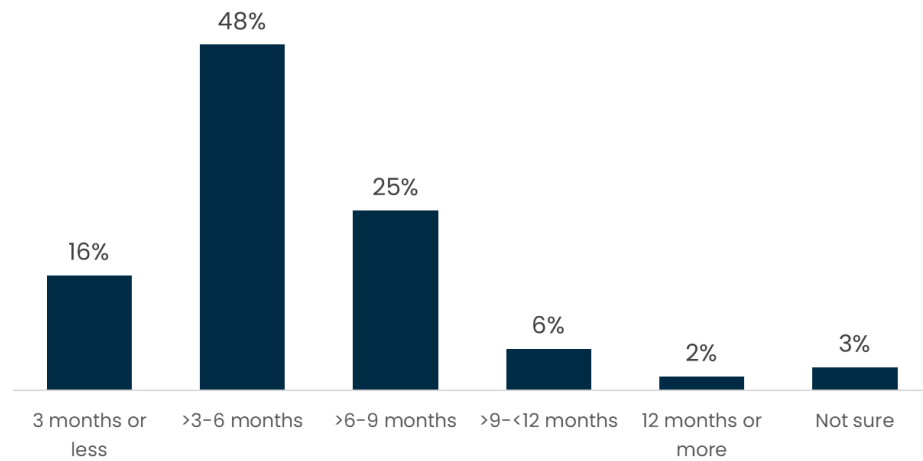
Q. The PLT coursework was delivered... (n=1,416)



Q. Approximately what proportion of your PLT coursework was delivered face-to-face (in person)? (n=745)

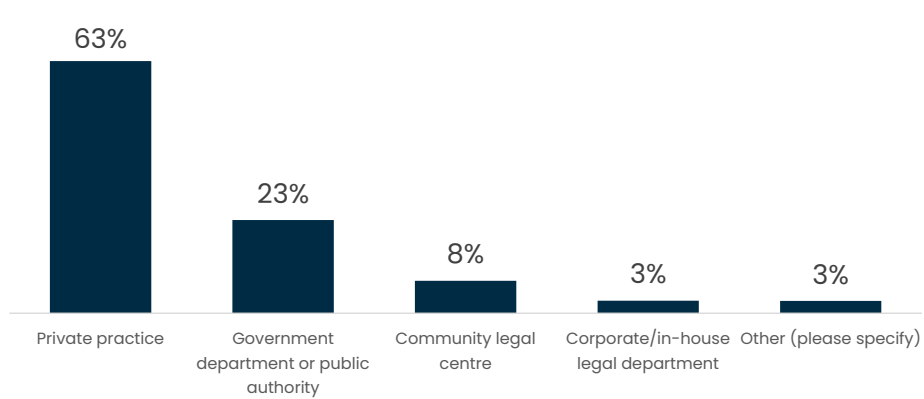


Q. Approximately how long did it take to complete your PLT coursework? (n=1,400)

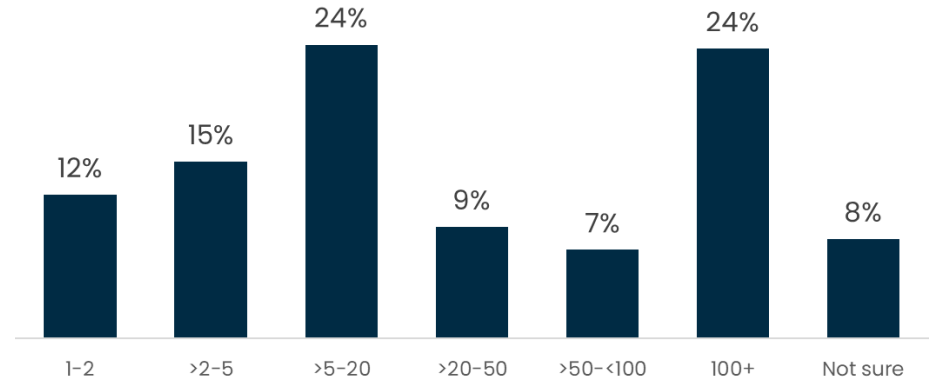


A.1.3 PLT workplace experience

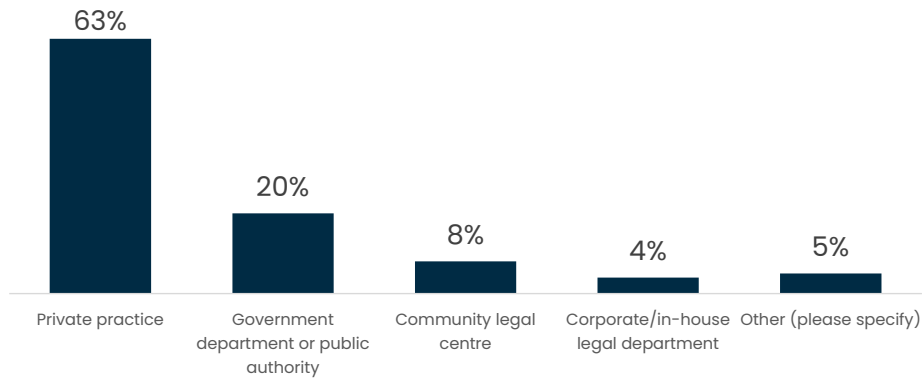
Q. In what sector of the legal profession did you complete your PLT workplace experience? (n=1,416)



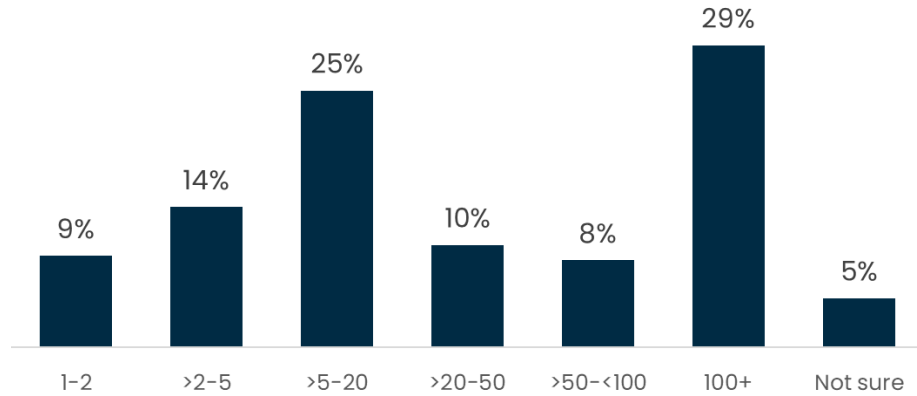
Q. How many legal practitioners worked at your PLT workplace experience law practice, company or department? (n=1,416)



Q. In what sector of the legal profession did you complete your mandatory supervision period? (n=1,416)

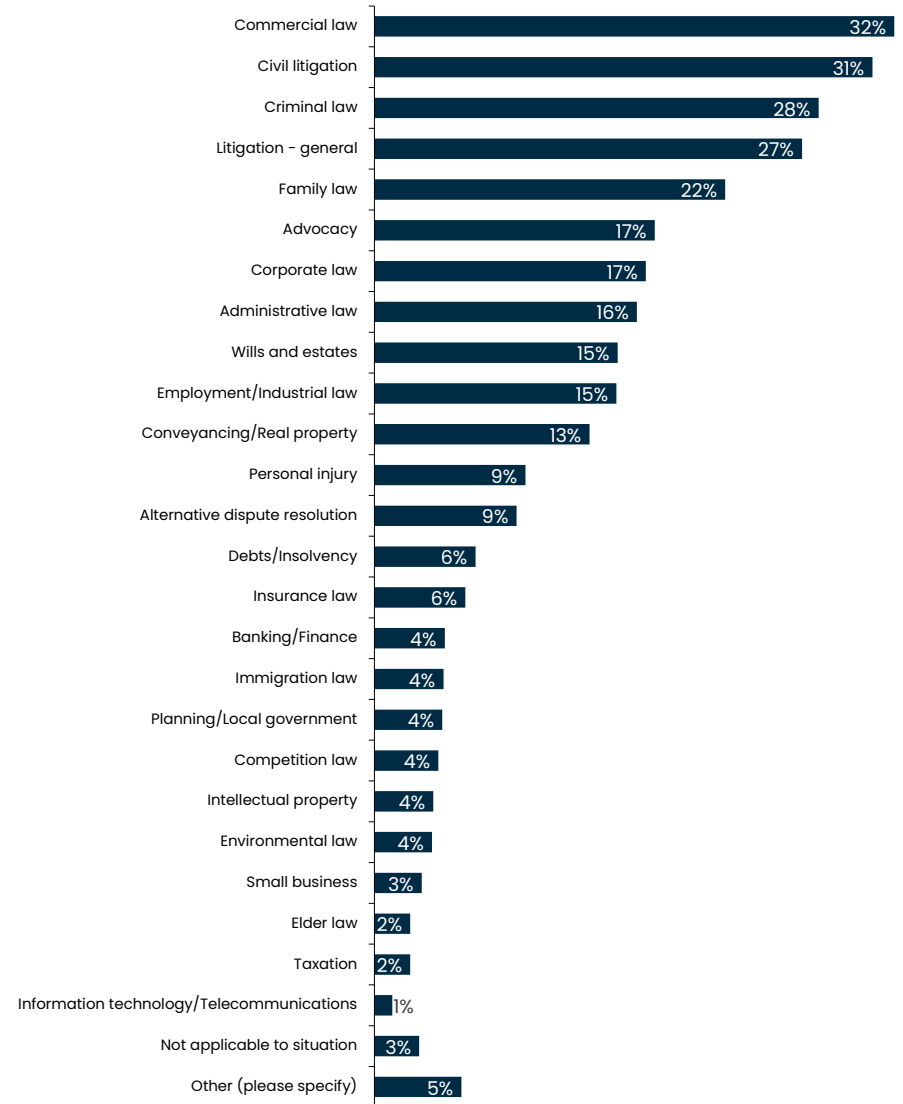


Q. How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period? (n=1,416)



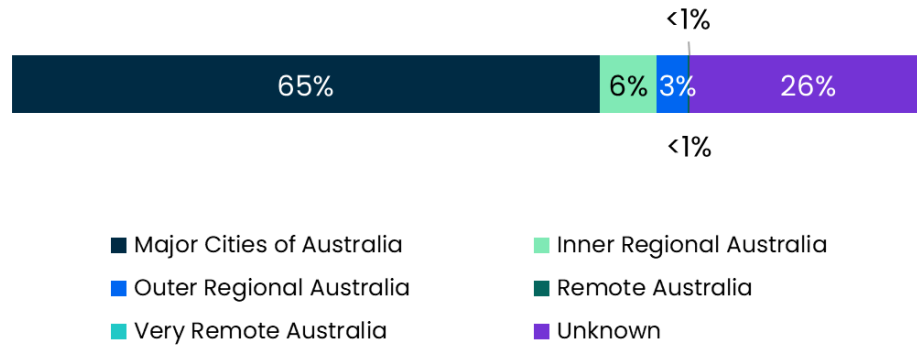
Q. Main areas of practice during workplace experience (n=1,252)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

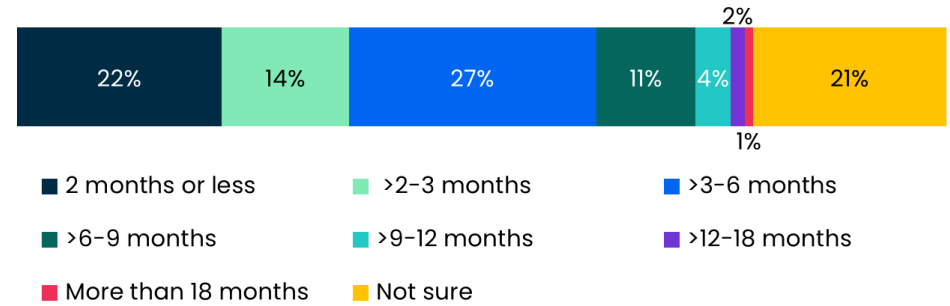


Q. What is the postcode of your employer where you completed your PLT workplace experience? (n=1,463)

Note: Postcodes were recoded according to the 2021 ABS Remoteness Areas. Respondents were able to skip this question if they didn't remember.

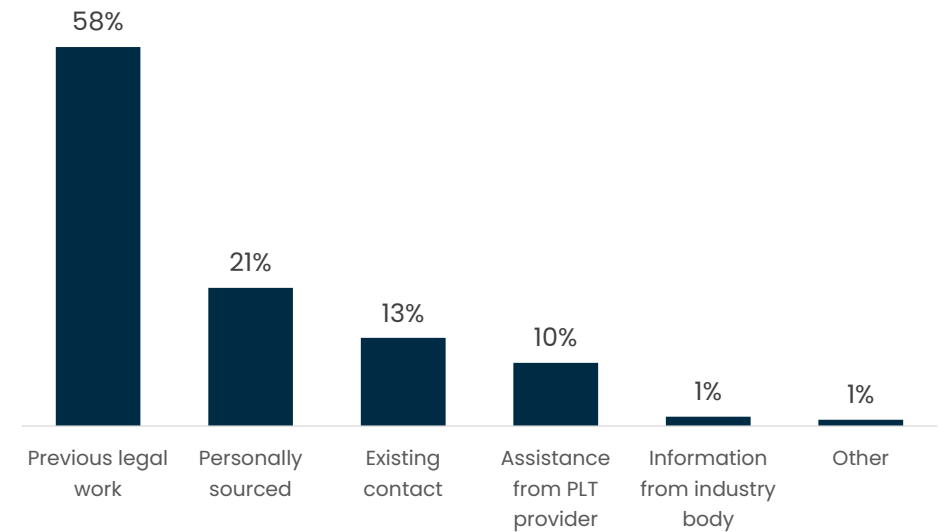


Q. How long did it take you to complete your PLT workplace experience? (n=1,245)

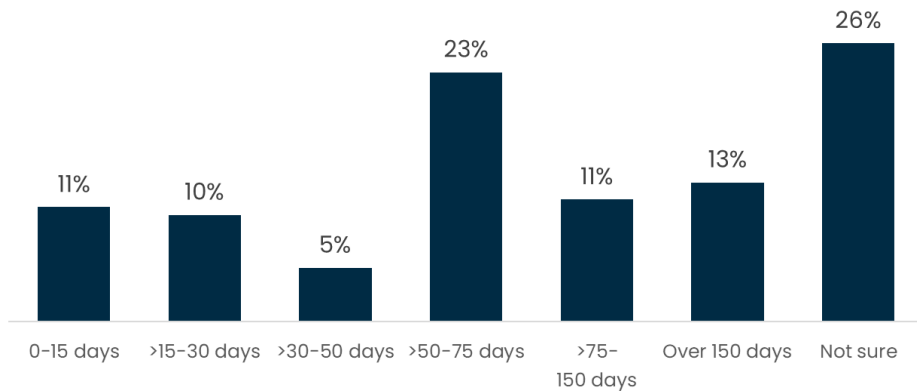


Q. How did you source your PLT workplace experience? (n=1,239)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

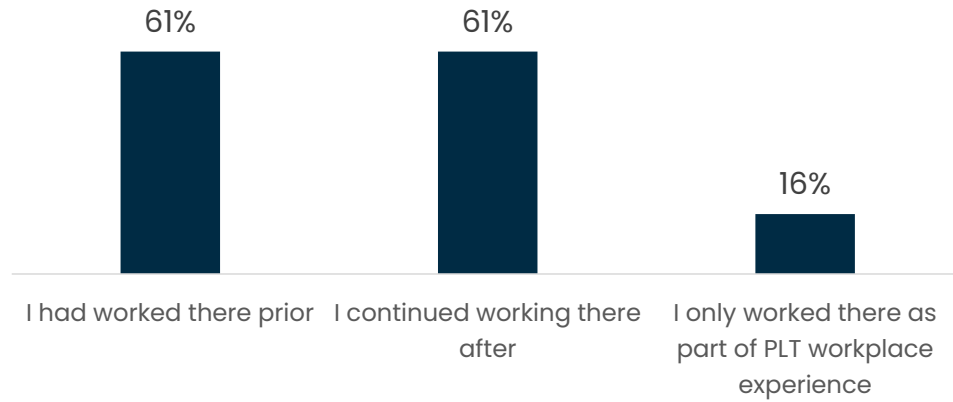


Q. Approximately how many days of workplace experience did you complete as part of your PLT? (n=1,246)

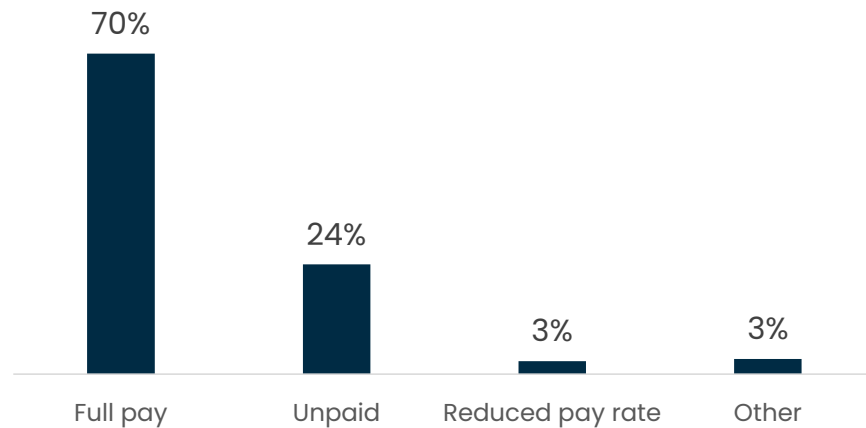


Q. Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT? (n=1,237)

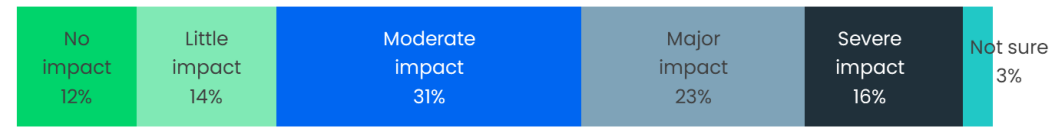
Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.



Q. Were you paid for your workplace experience? (n=1,236)

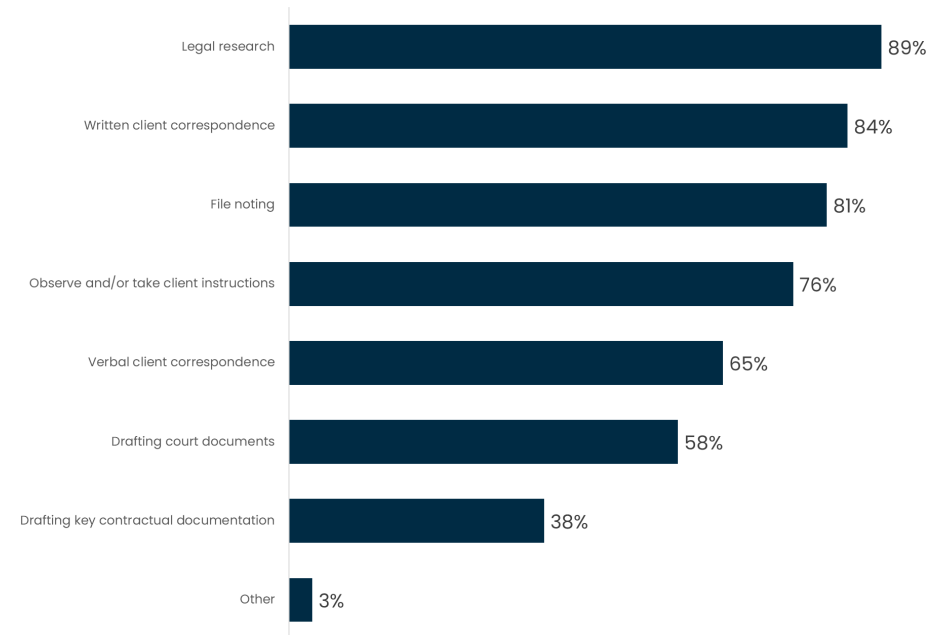


Q. What impact, if any, did undertaking PLT workplace experience have on your financial situation? (n=327)

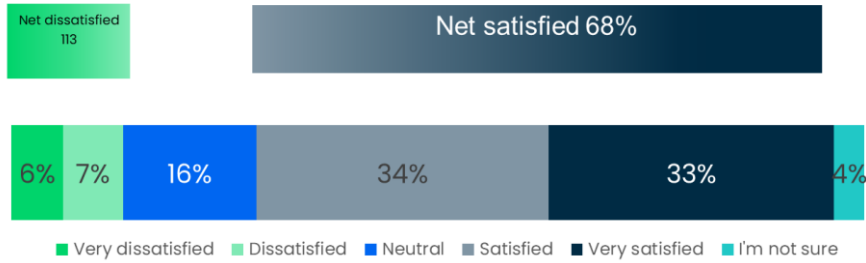


Q. What types of tasks did you undertake as part of the workplace experience component of your PLT? (n=1,220)

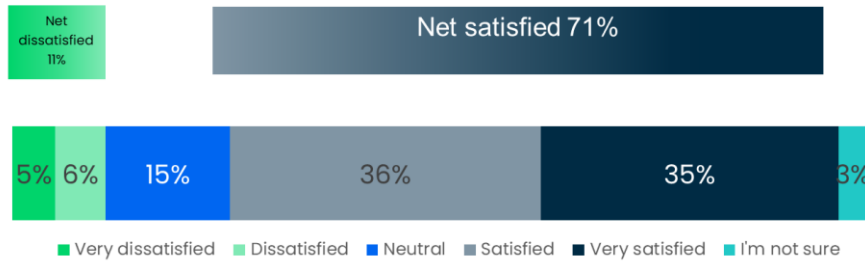
Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.



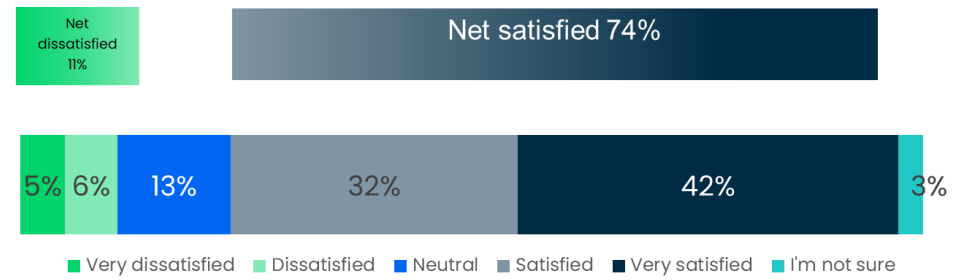
Q. How satisfied are you with the supervision provided as part of PLT workplace experience? (n=1,229)



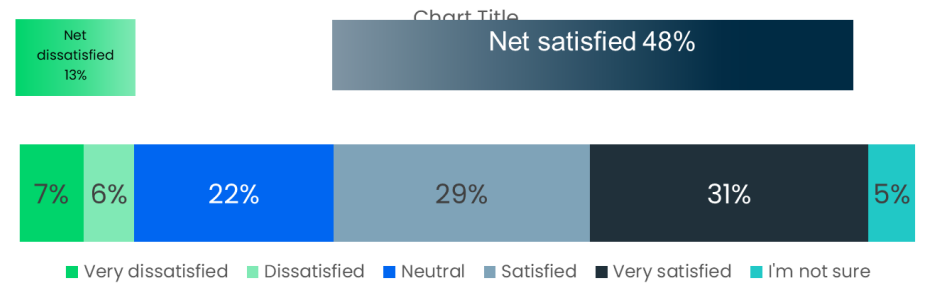
Q. How satisfied are you with the appropriateness of tasks undertaken during workplace experience? (n=1,229)



Q. How satisfied are you with the usefulness of workplace experience in supporting your development as an early career lawyer? (n=1,229)



Q. How satisfied are you with the usefulness of your PLT workplace experience compared to your previous legal experience? (n=985)



Q. Thinking about your PLT workplace experience, do you think the required number of days of workplace experience should be... (n=1,227)

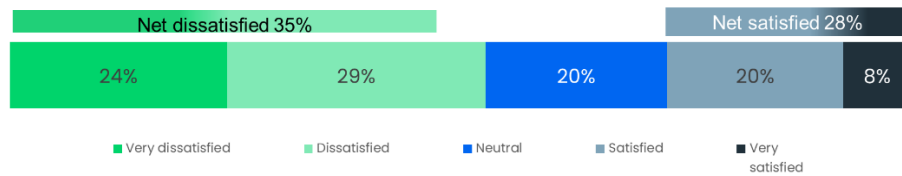


- Considerably less
- Slightly less
- The same amount
- Slightly more
- Considerably more
- I'm not sure

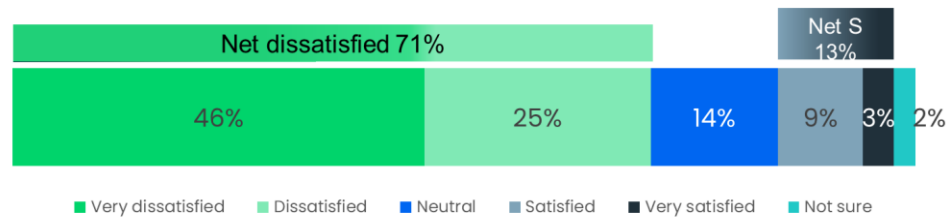
10%

A.1.4 Satisfaction with PLT

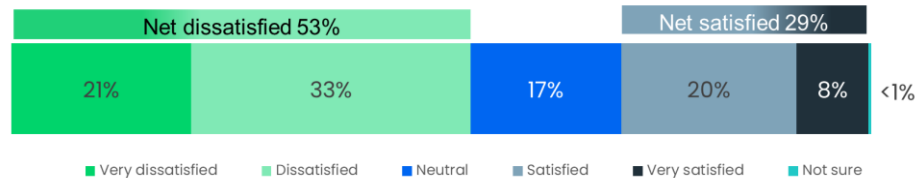
Q. Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship? (n=1,463)



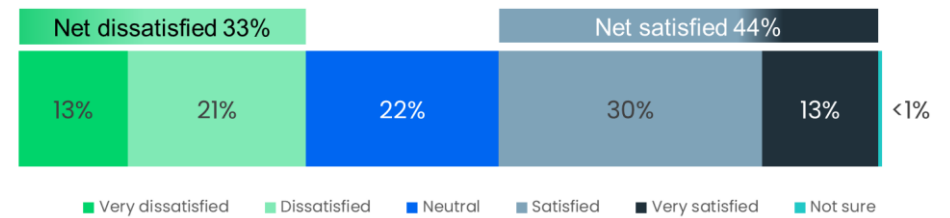
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The value for money (n=1,463)



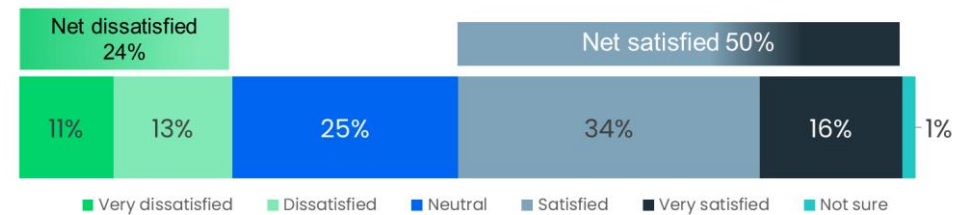
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The skills and capabilities taught in the coursework (n=1,463)



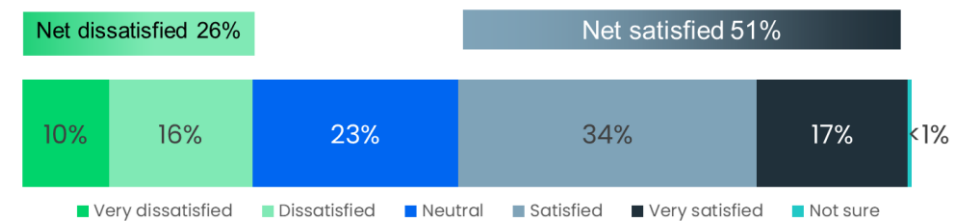
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The standard of teaching in the coursework (n=1,463)



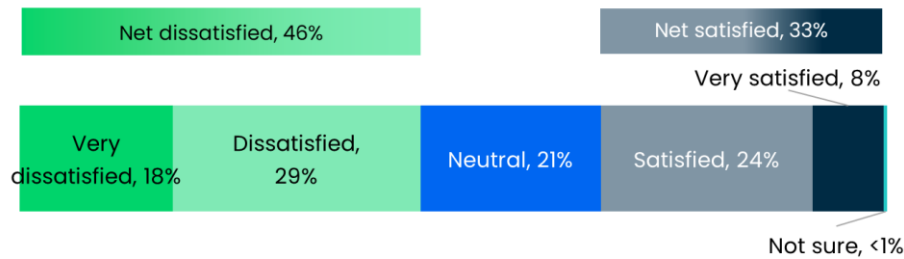
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – Access to teaching staff across the duration of the course (n=1,463)



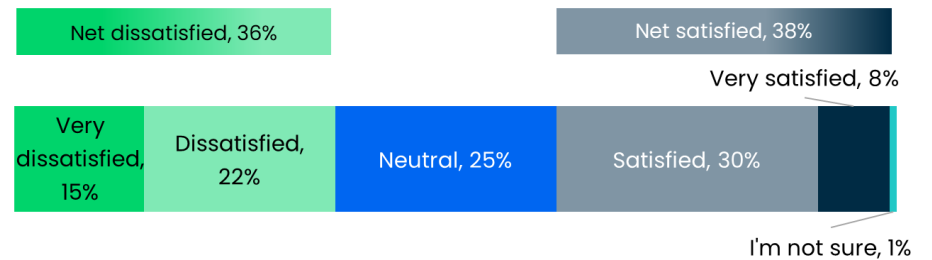
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The coursework delivery method (e.g., face to face, hybrid or online) allowed for my active learning and participation (n=1,463)



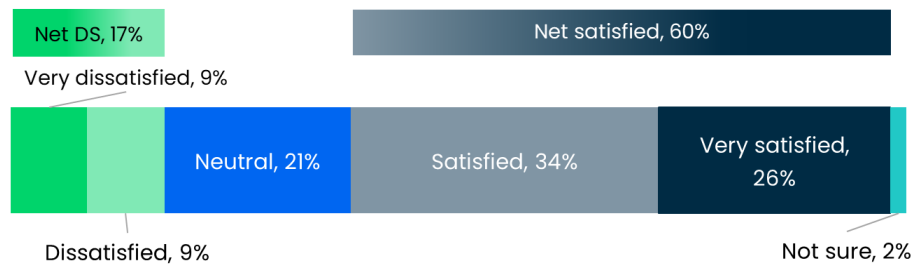
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – Coursework structure and content (n=1,463)



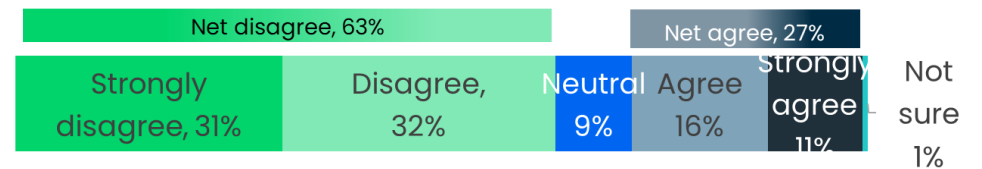
Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The areas covered under compulsory subjects (n=1,463)



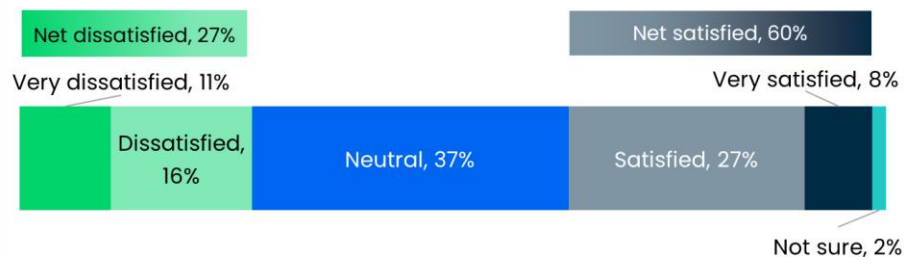
Q. How satisfied are you with the following parts of your PLT? – The workplace experience undertaken as part of PLT requirements (n=1,416)



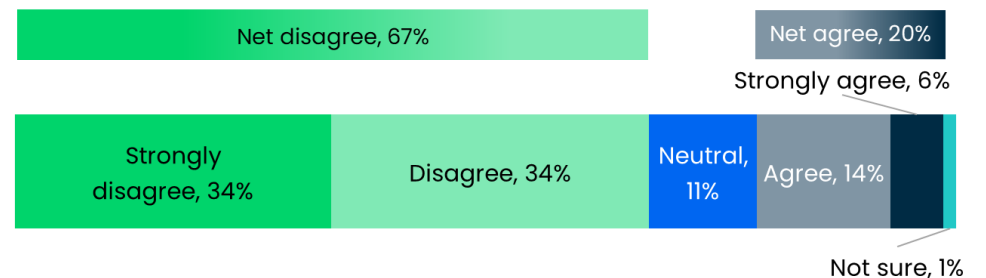
Q. To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers? (n=1,463)



Q. How satisfied are you with the following parts of your PLT/SLT/Legal Traineeship? – The number of teaching hours (n=1,463)

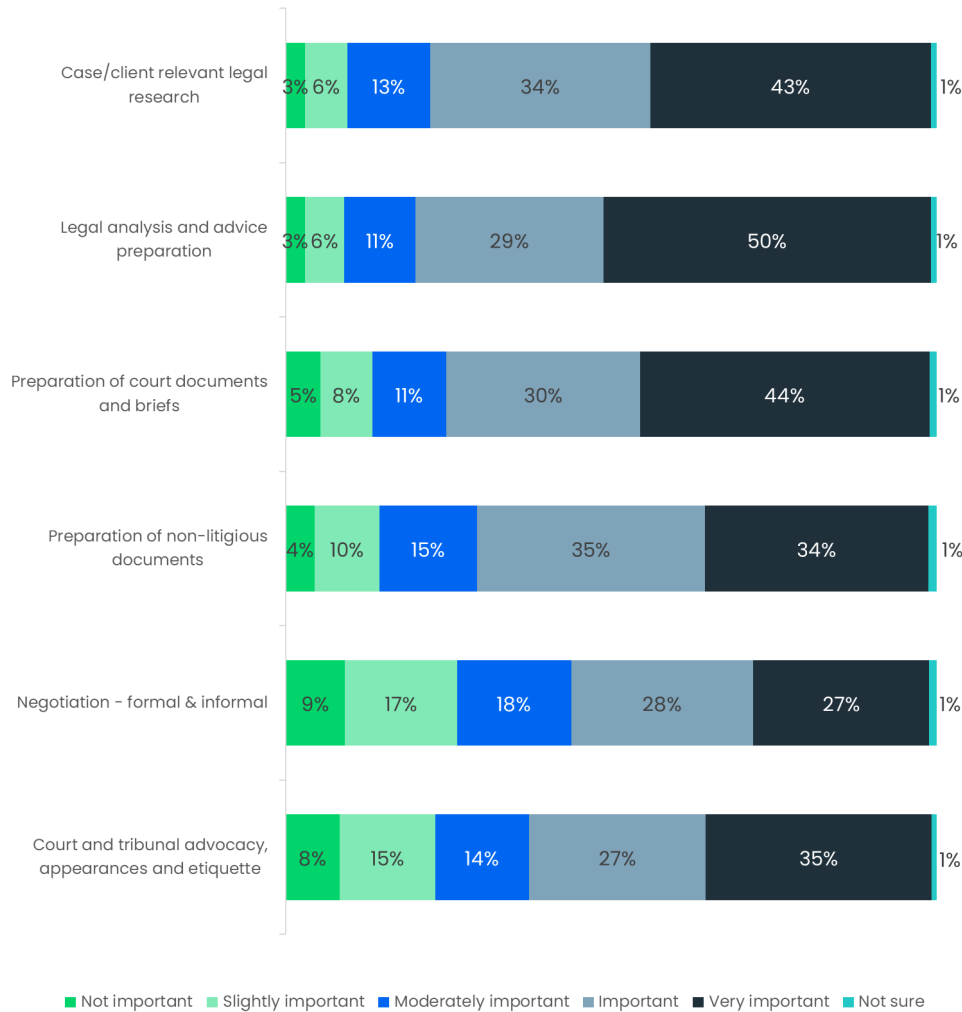


Q. To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period? (n=1,463)

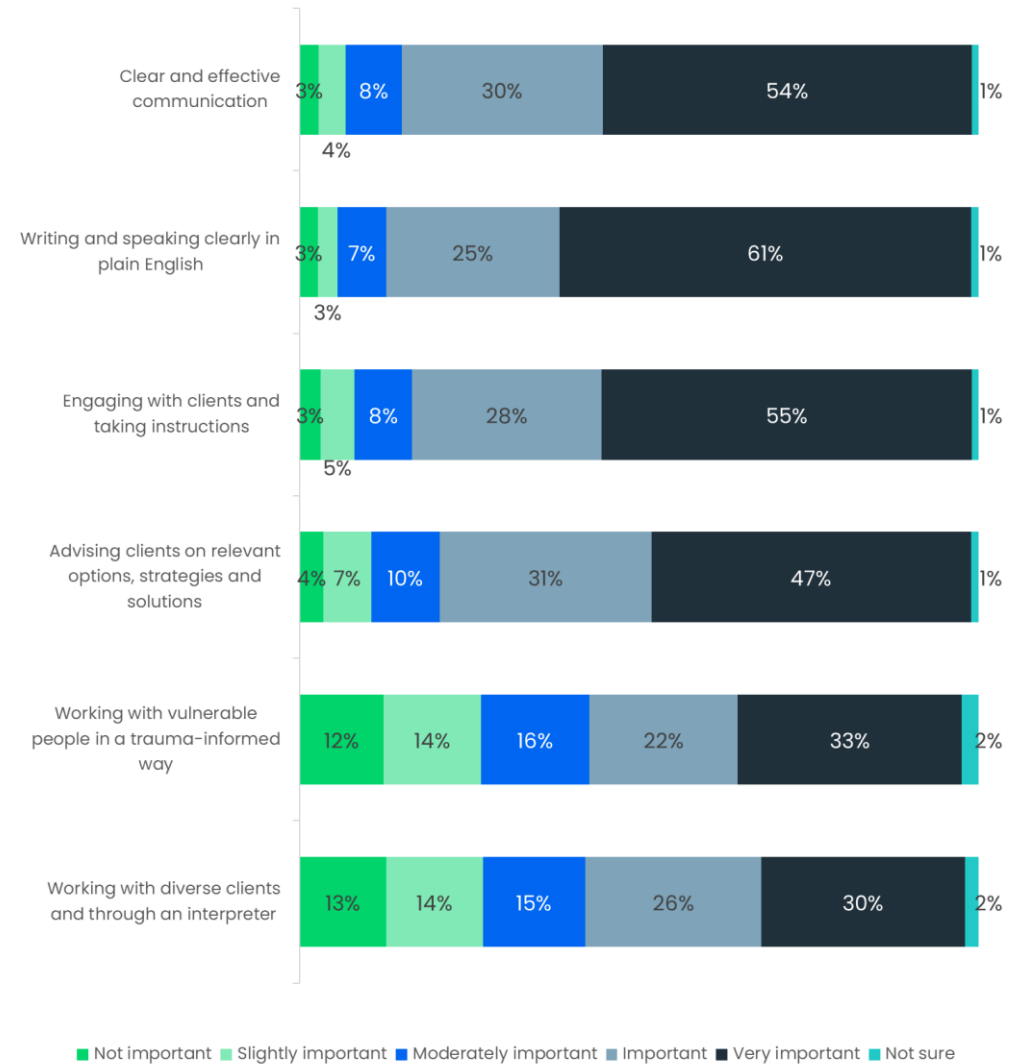


A.1.5 Legal skills and values

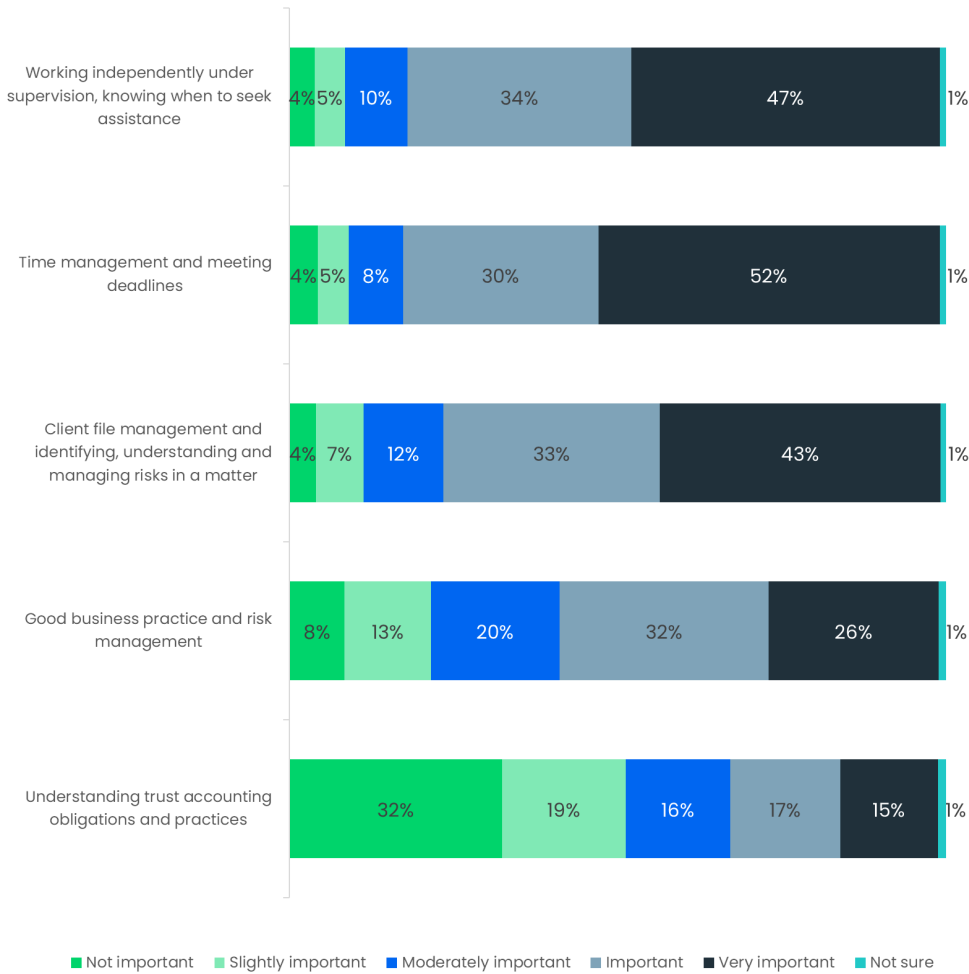
Q. How important were the following **legal** skills and values in preparing you to start practising as an entry level lawyer? (n=1,408)



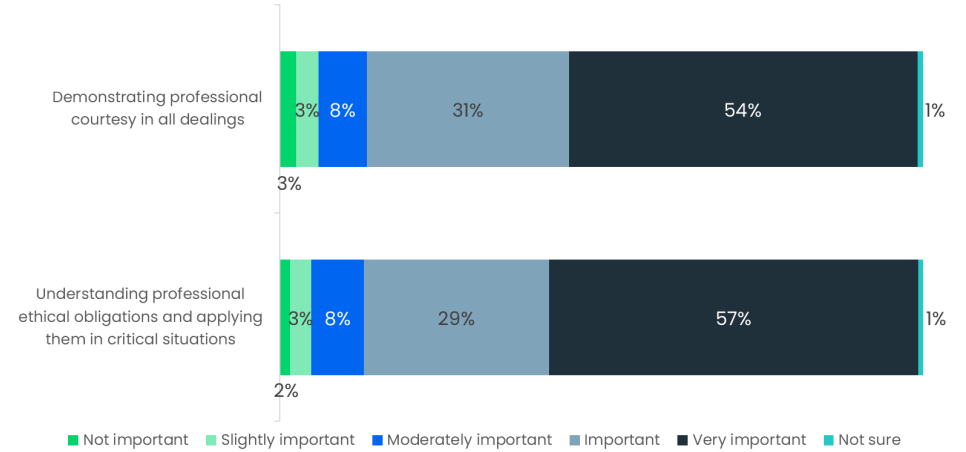
Q. How important were the following **communication** skills and values in preparing you to start practising as an entry level lawyer? (n=1,389)



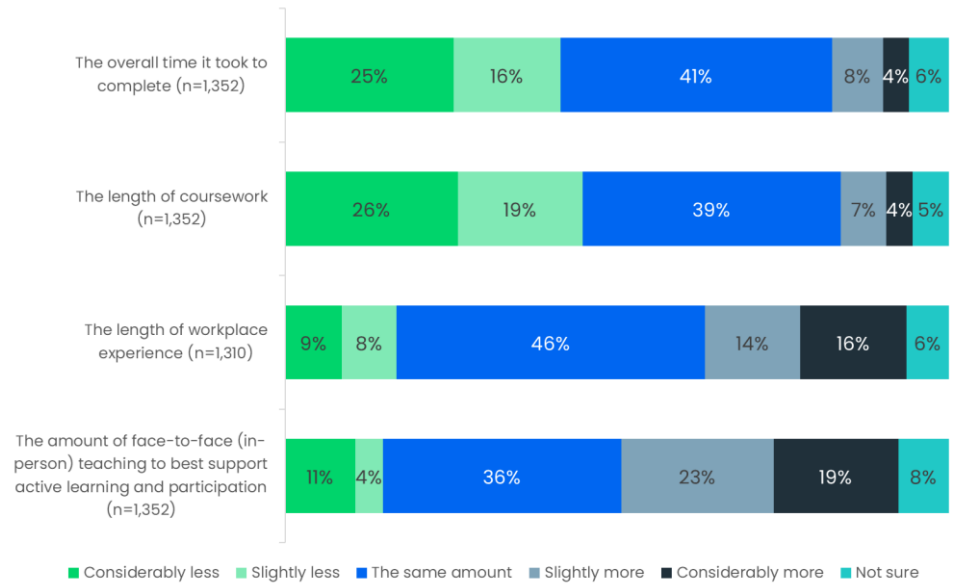
Q. How important were the following **work management** skills and values in preparing you to start practising as an entry level lawyer? (n=1,377)



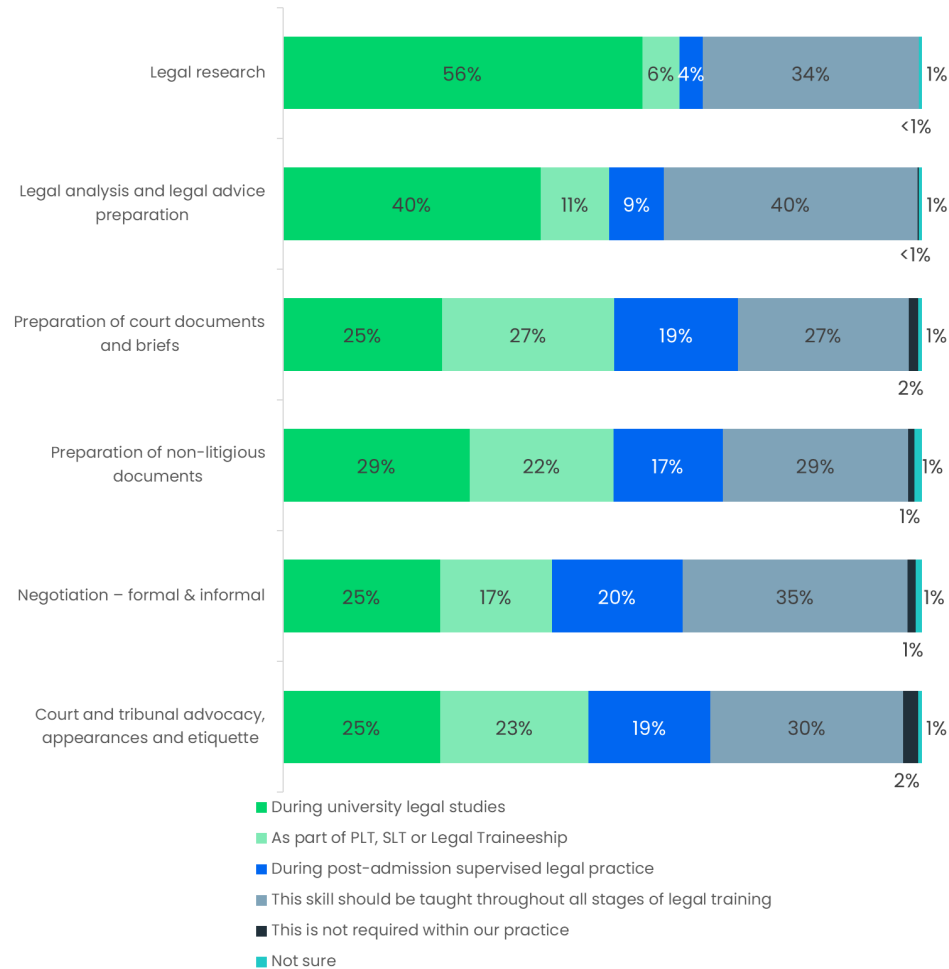
Q. How important were the following **ethical** skills and values in preparing you to start practising as an entry level lawyer? (n=1,373)



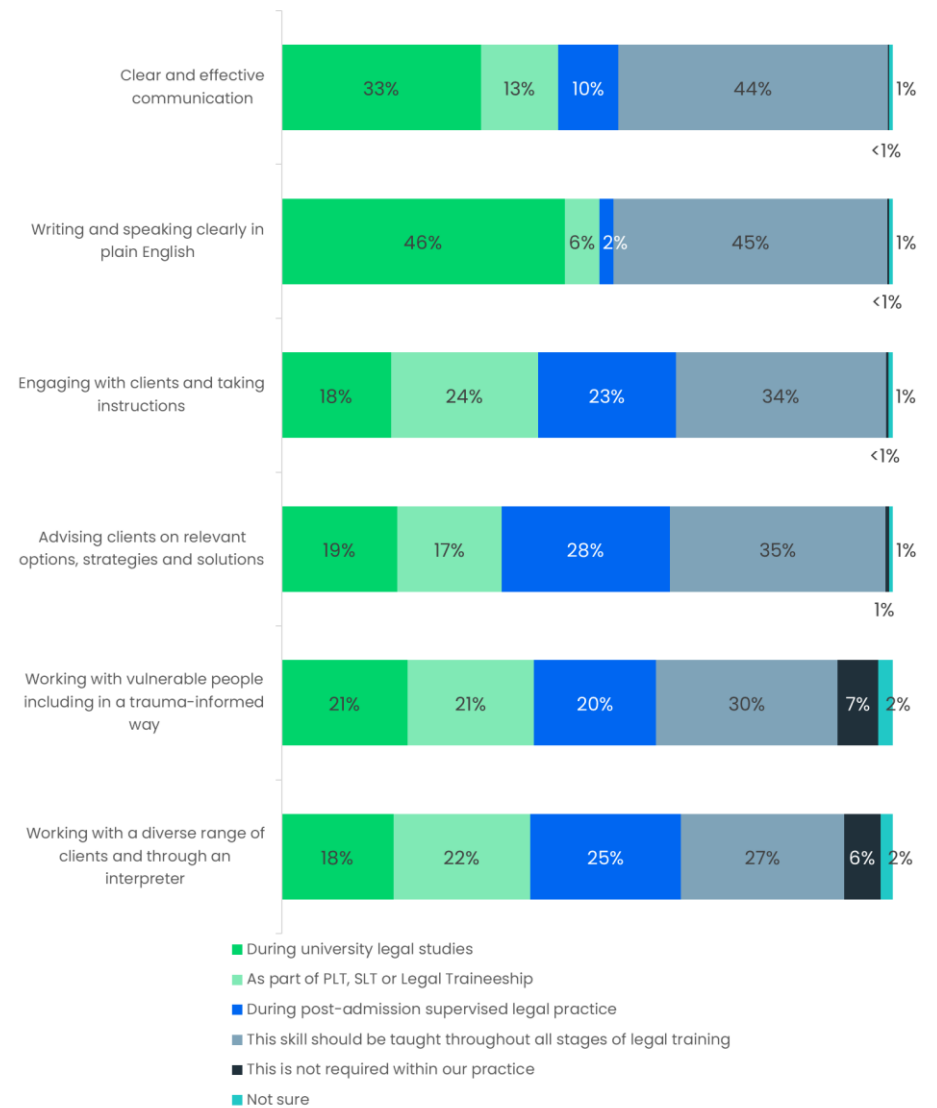
Q. Reflecting on your experience of PLT/SLT/Legal Traineeship, should the time allocated to each of the following be...



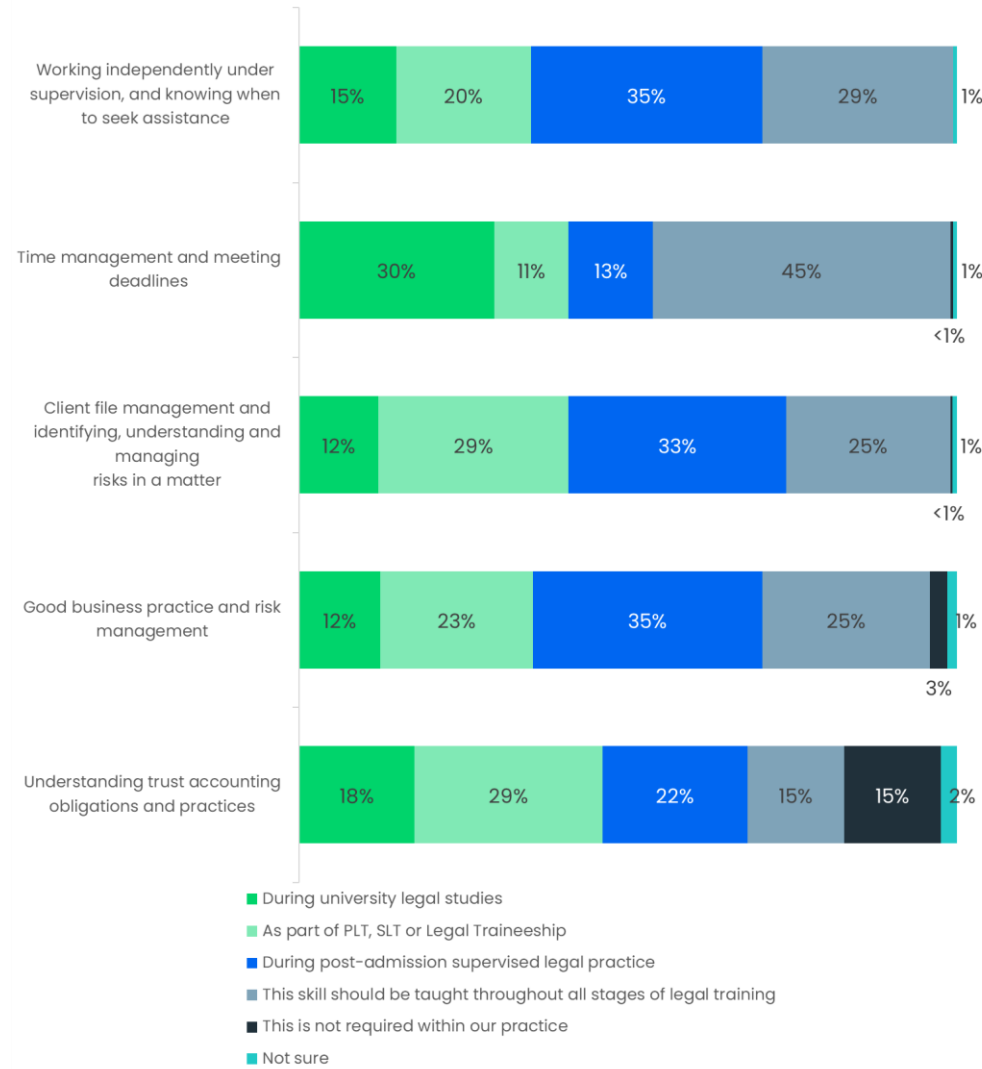
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **legal** skills and values? (n=1,329)



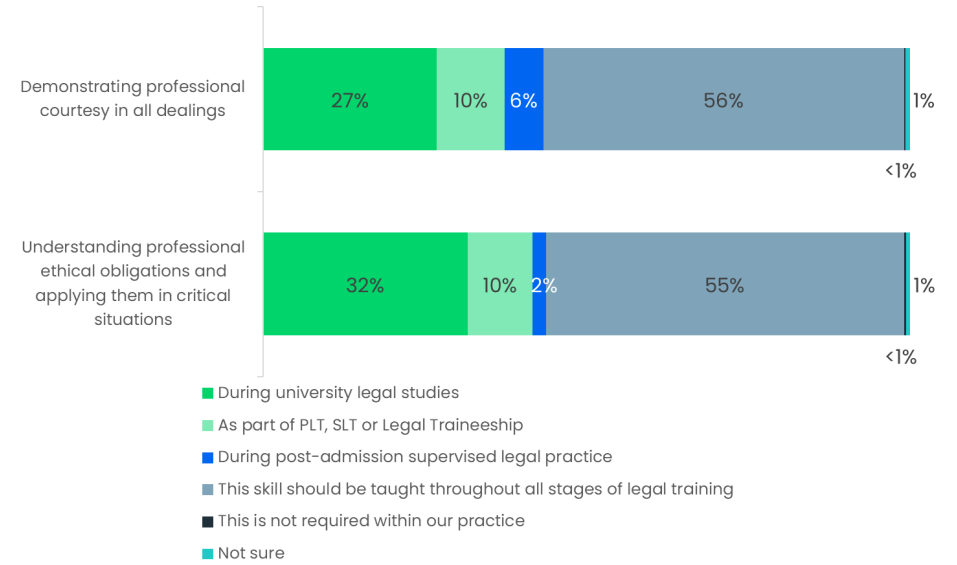
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **communication** skills and values? (n=1,315)



Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **work management** skills and values? (n=1,306)



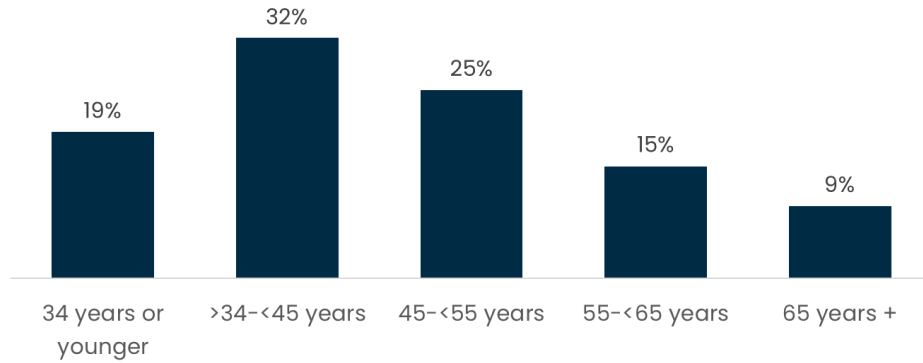
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **ethical** skills and values? (n=1,296)



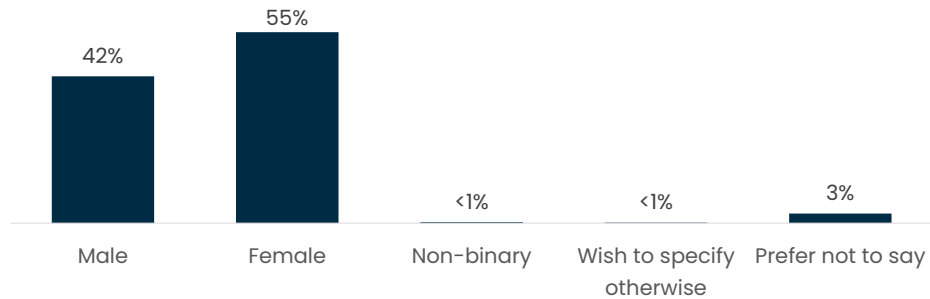
A.2 Supervisor survey results

A.2.1 Demographic questions

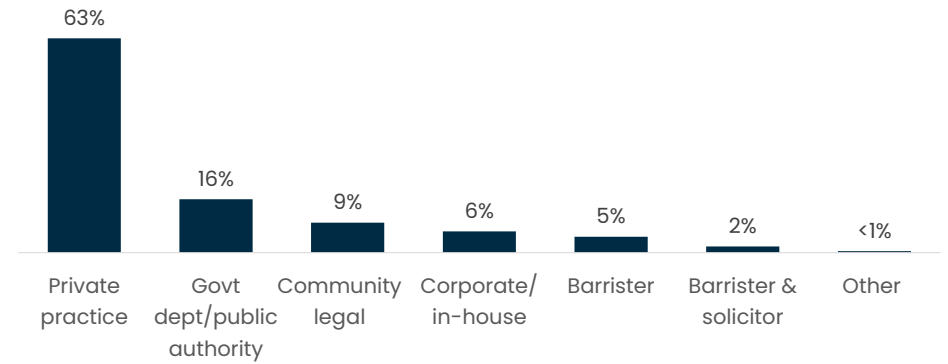
Q. How old are you? (n=758)



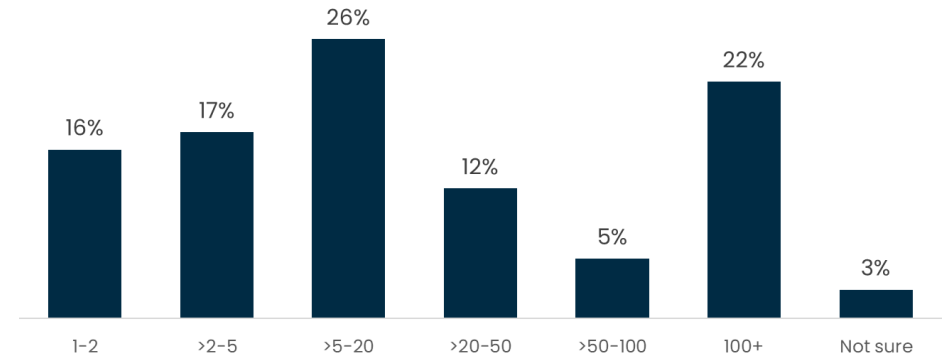
Q. What is your gender? (n=767)



Q. In which sector of the legal profession do you principally practise law? (n=948)

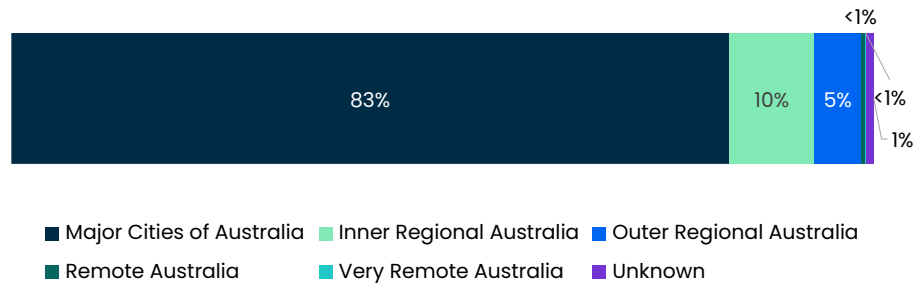


Q. How many legal practitioners work at your current law practice, company or department? (n=948)



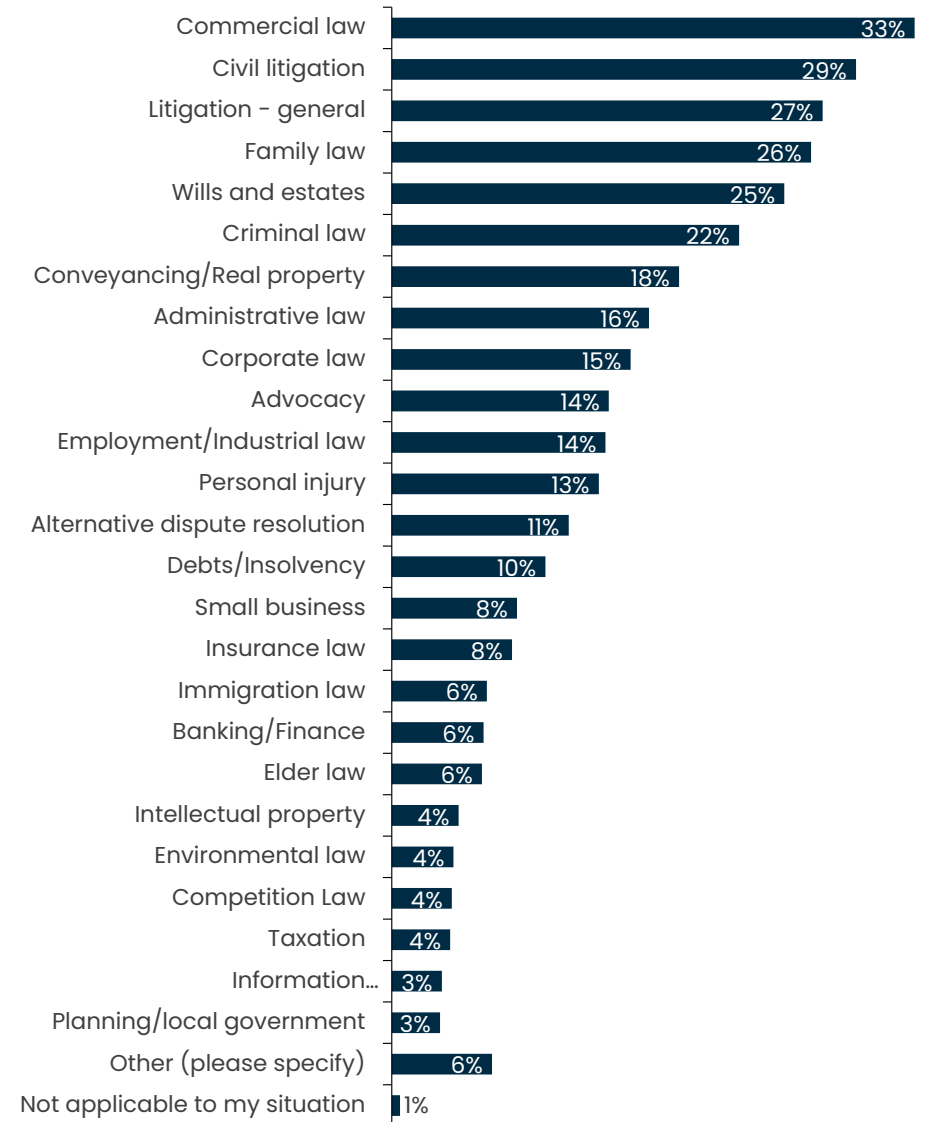
Q. What is the postcode where your main employment/practice is located?
(n=948)

Note: Postcodes were recoded according to the 2021 ABS Remoteness Areas.



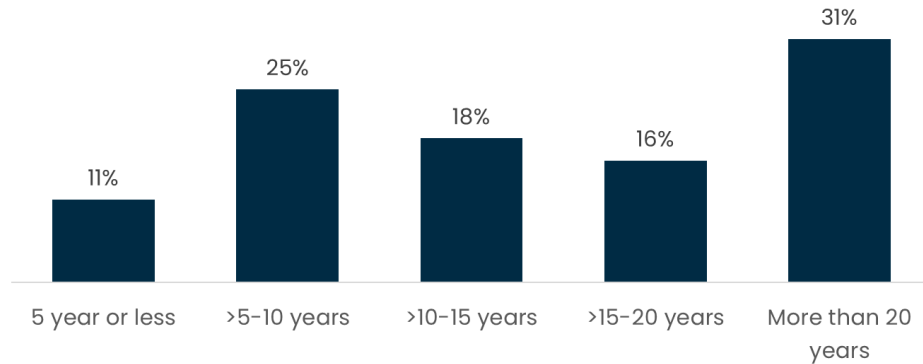
Q. Please select your main areas of practice from the options below. (n=948)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

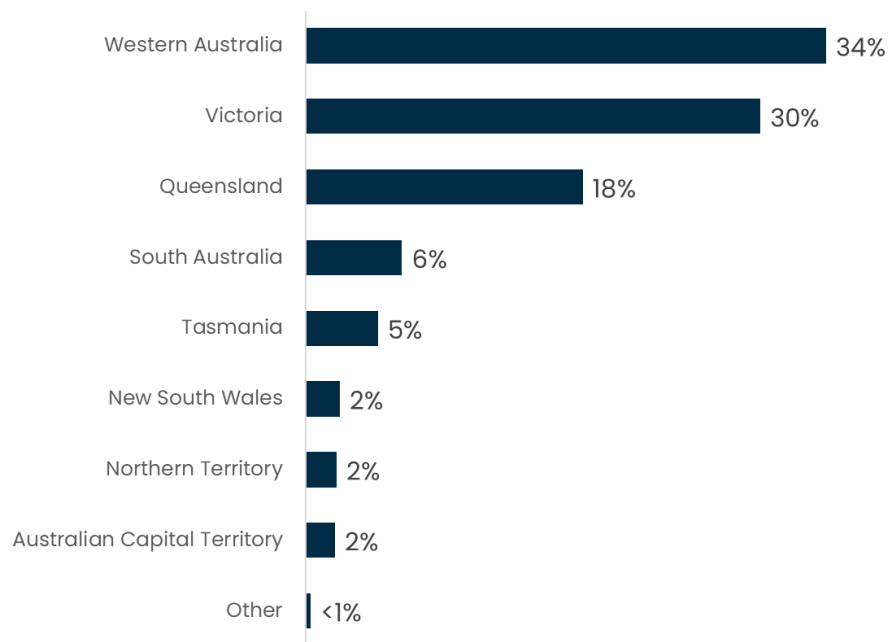


Q. In what year were you first admitted to practice in Australia? (n=948)

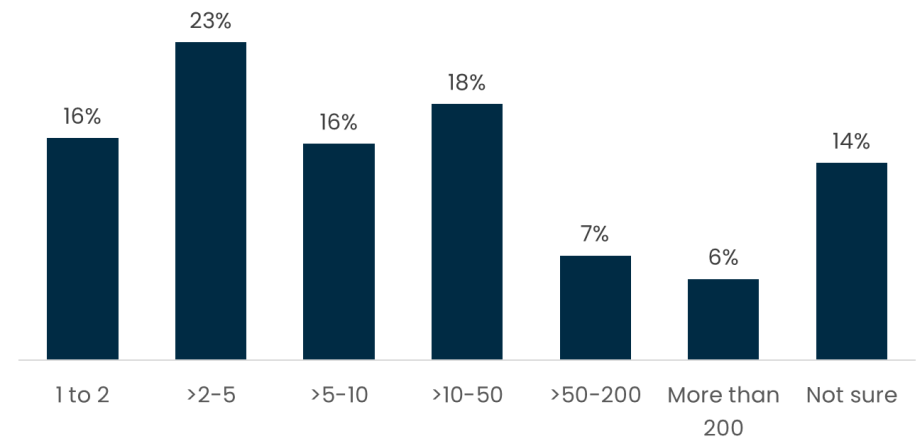
Note: This question was recoded into brackets based on years since admission.



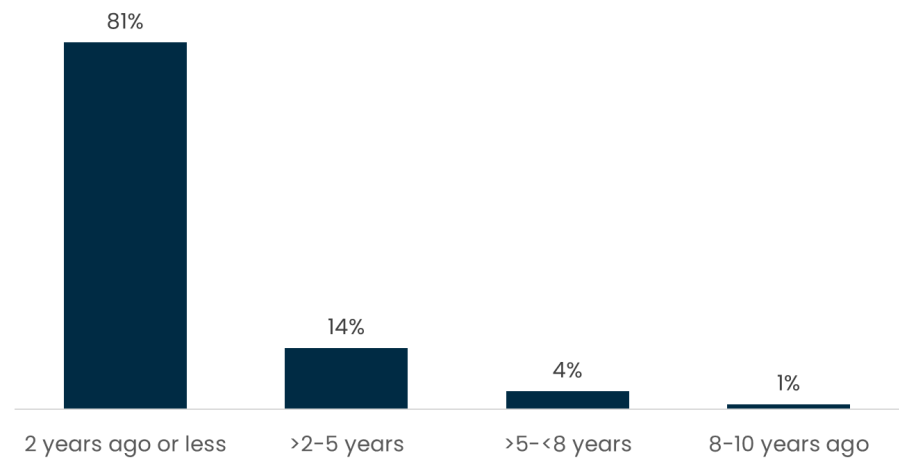
Q. In which state or territory did you mostly supervise early career lawyers during their mandatory supervision period? (n=948)



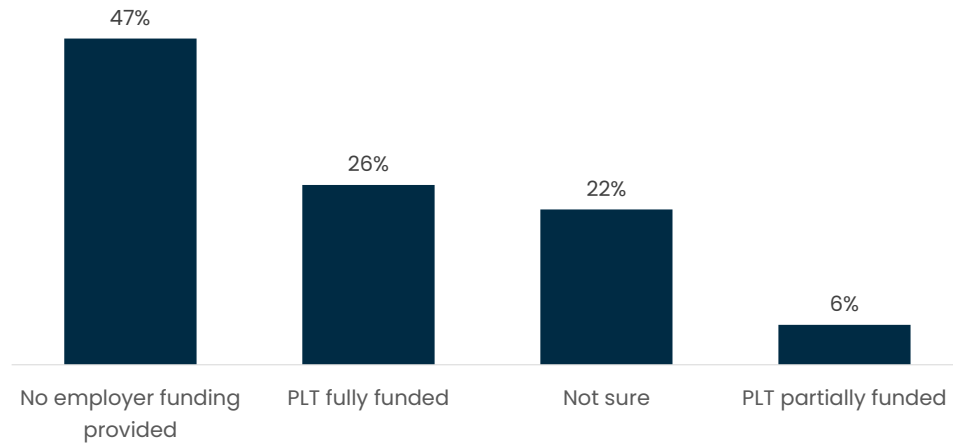
Q. Approximately, how many early career lawyers has your law practice or organisation employed over the past five years? (n=948)



Q. When was the last time you supervised an early career lawyer? (n=948)

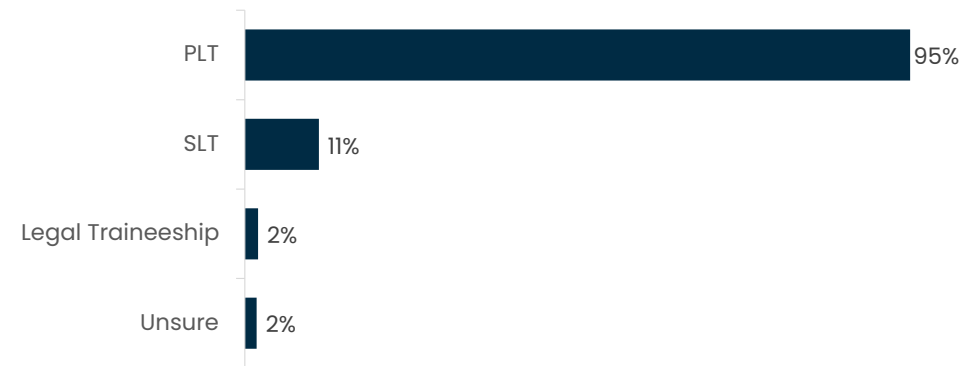


Q. Does your organisation fund or reimburse the cost of PLT? (n=948)



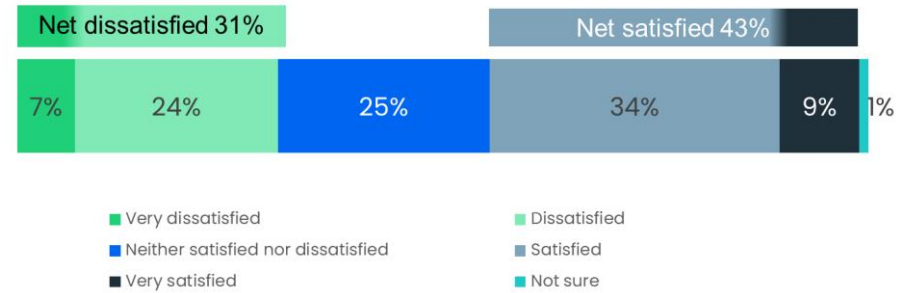
Q. Have you supervised early career lawyers who have undertaken any of the following types of training? (n=948)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.

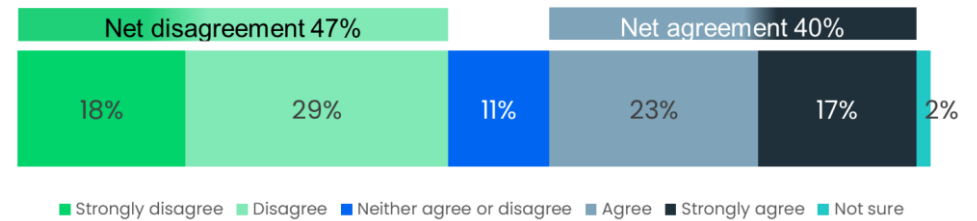


A.2.2 Overall satisfaction

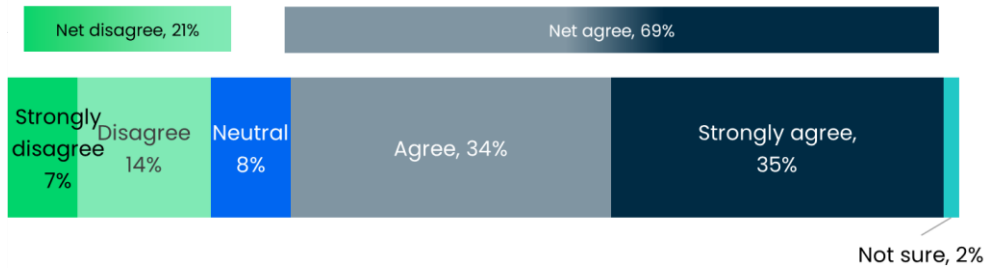
Q. Overall, how satisfied are you with the skills of the early career lawyers you have supervised at the start of their mandatory supervision period? (n=948)



Q. To what extent do you agree or disagree that PLT, including SLT or Legal Traineeships, is useful for bridging the gap between academic studies and entering the legal profession? (n=948)

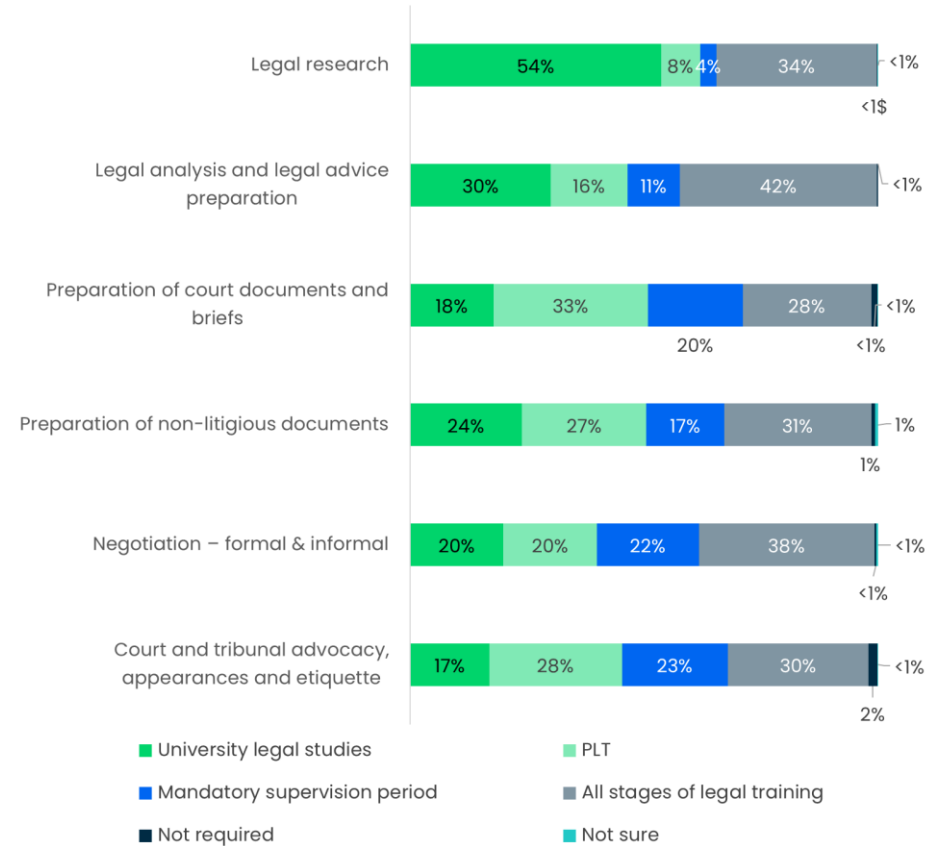


Q. To what extent do you agree or disagree there is a need for targeted, curriculum-based training for early career lawyers? (n=948)

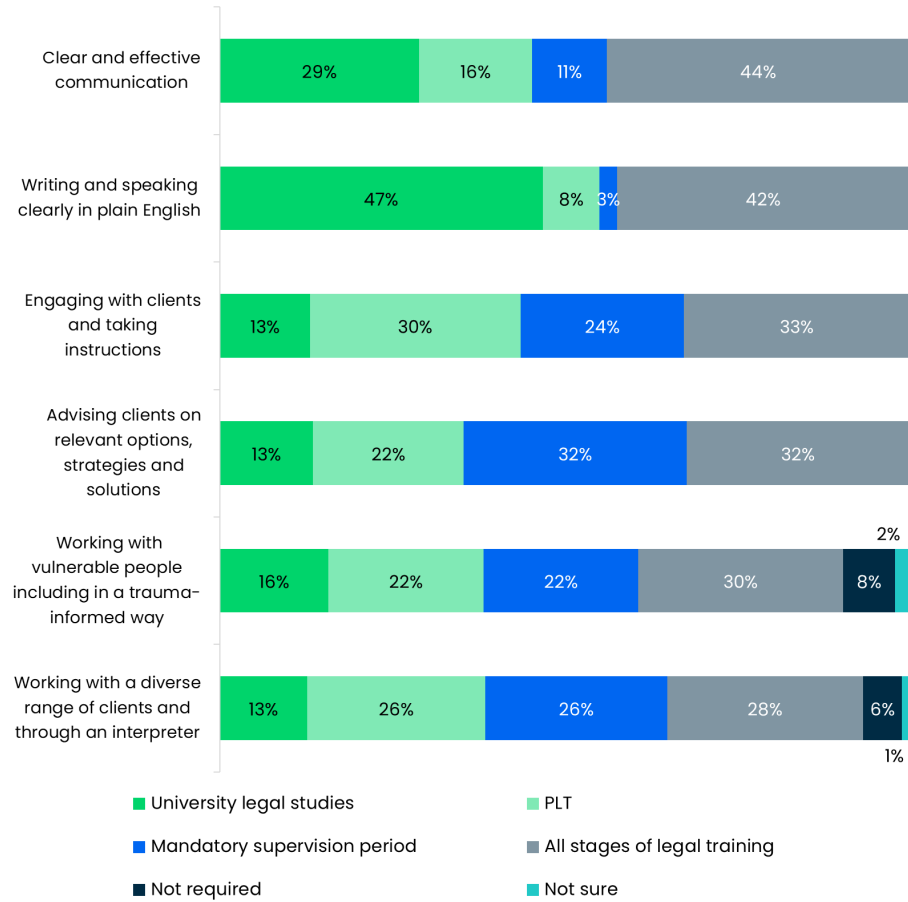


Skills and values

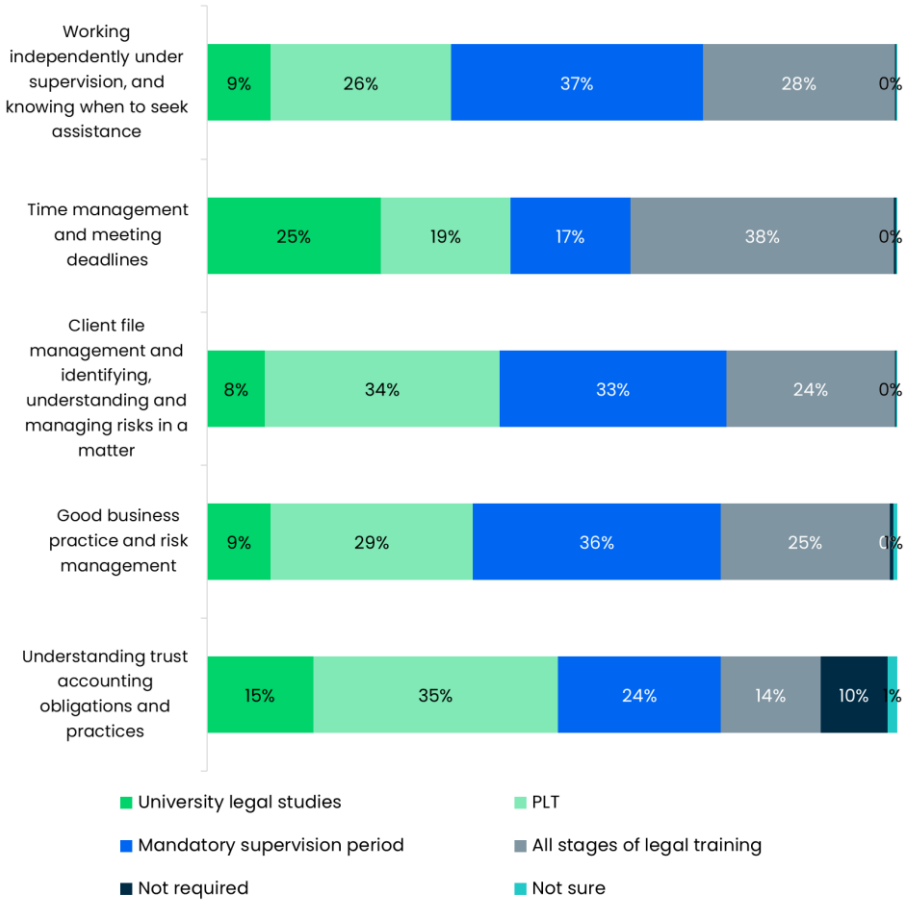
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following legal skills and values? (n=912)



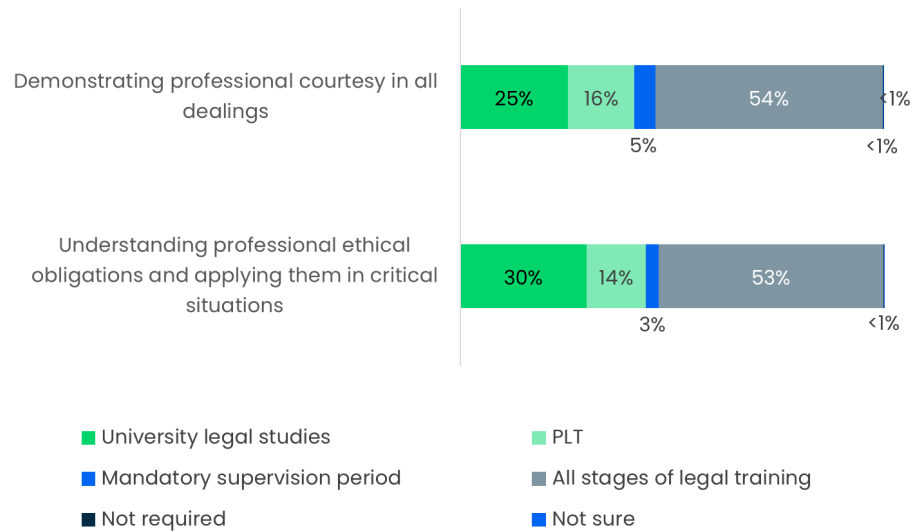
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **communication** skills and values? (n=877)



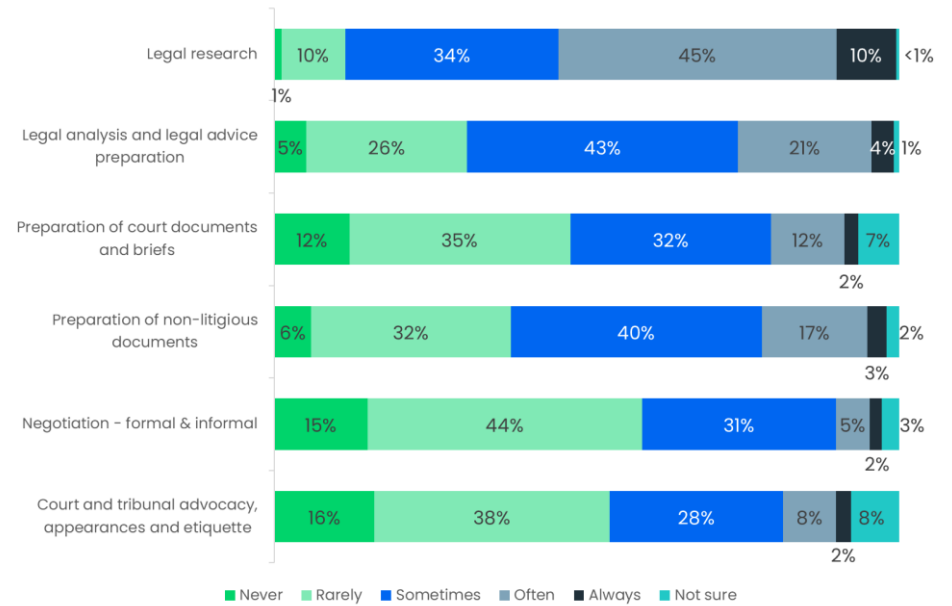
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **work management** skills and values? (n=857)



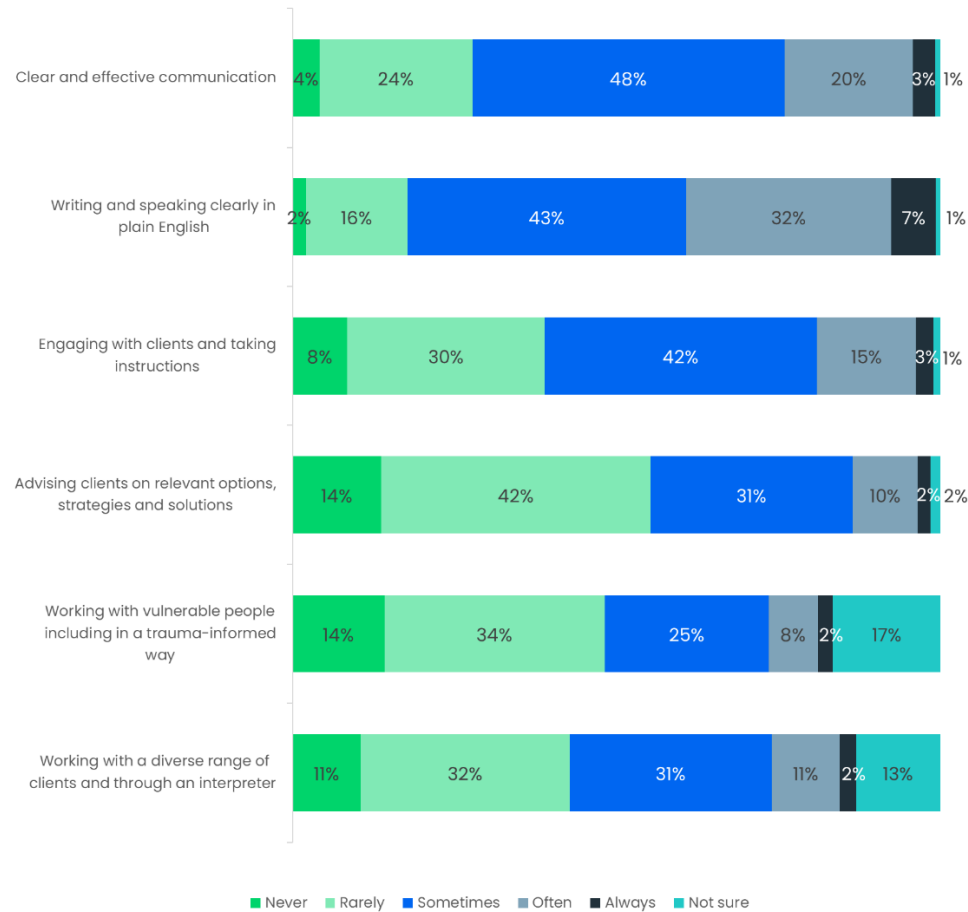
Q. At what stage of legal training do you believe it is most appropriate for law graduates to develop the following **ethical** skills and values? (n=828)



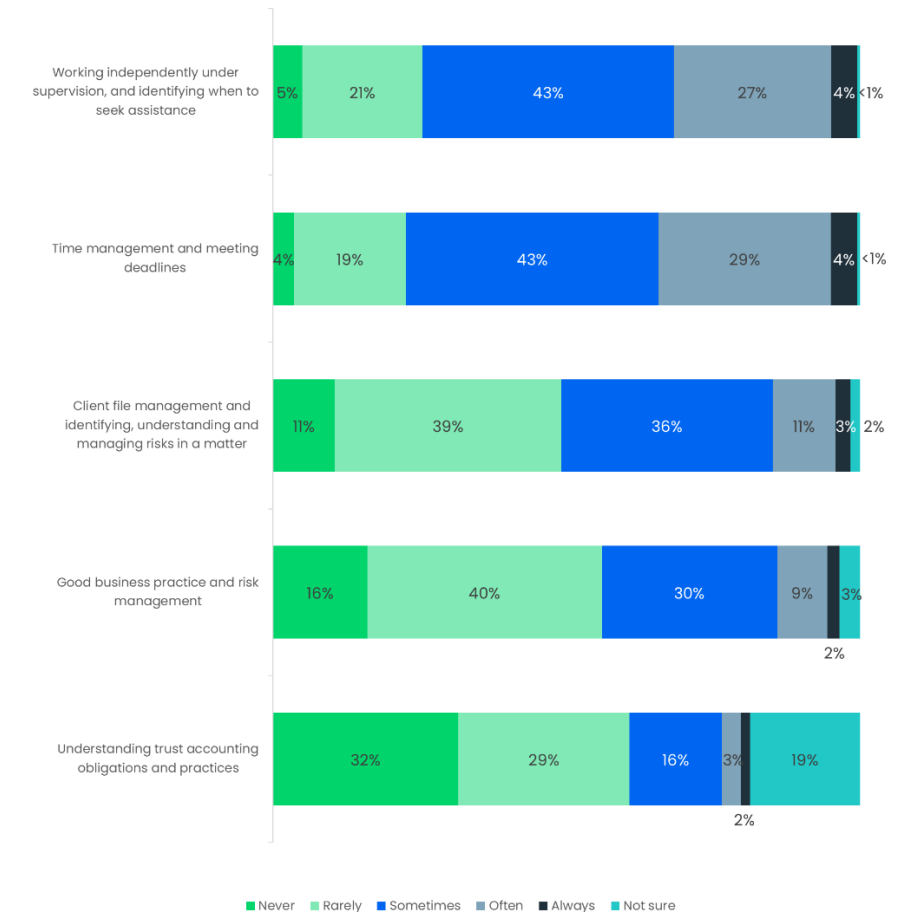
Q. In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following **legal** skills and values to a reasonably acceptable standard at the start of their mandatory supervision period? (n=828)



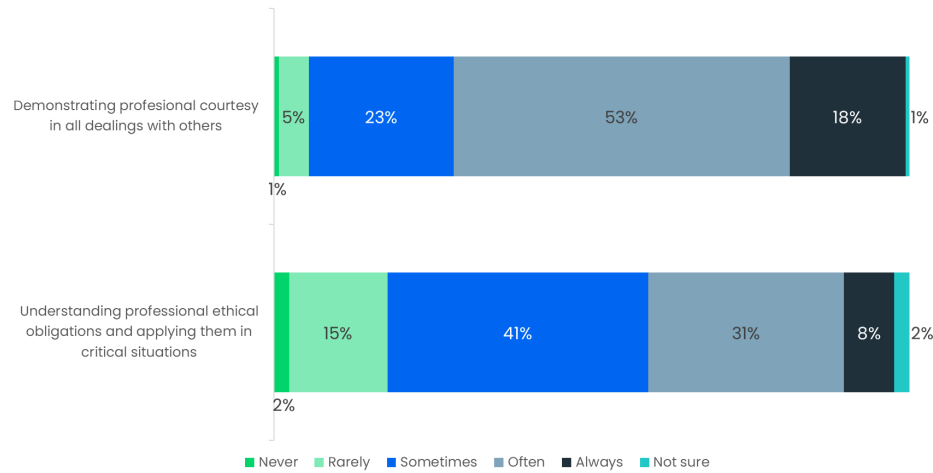
Q. In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following **communication** skills and values to a reasonably acceptable standard at the start of their mandatory supervision period? (n=818)



Q. In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following **work management** skills and values to a reasonably acceptable standard at the start of their mandatory supervision period? (n=808)



Q. In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following **ethical** skills and values to a reasonably acceptable standard at the start of their mandatory supervision period? (n=807)



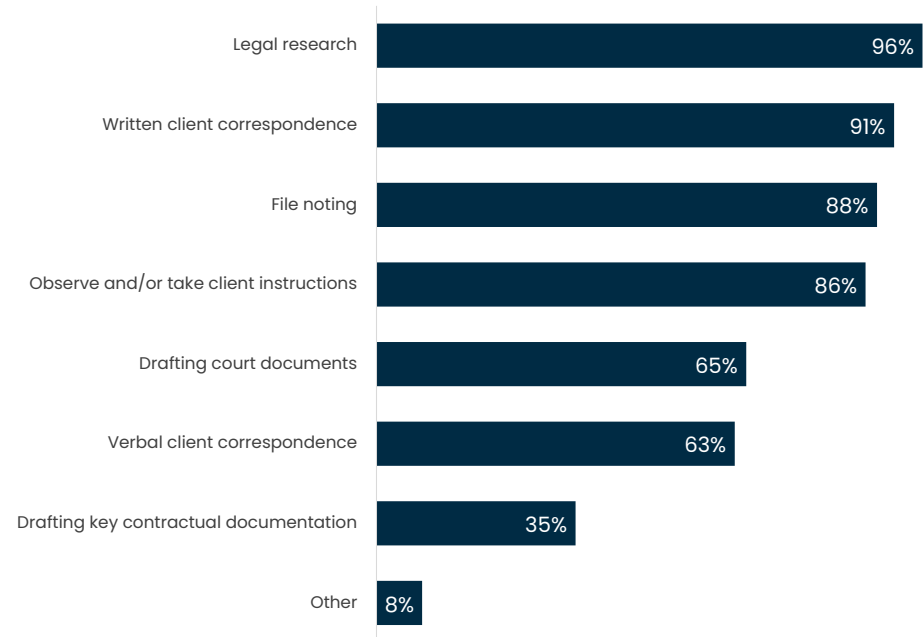
A.2.4 Workplace experience

Q. Have you provided supervision to a law graduate undertaking their workplace experience component of their PLT? (n=785)

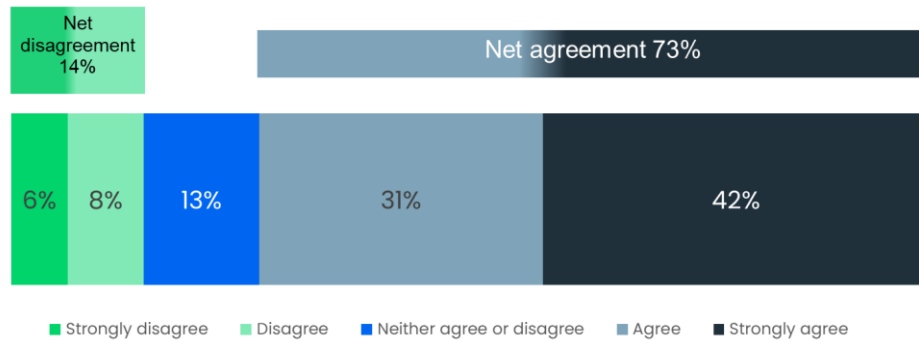


Q. What type of tasks do law graduates undertaking their workplace experience component of PLT commonly undertake within your organisation? (n=640)

Note: Respondents were able to select multiple options, therefore percentages do not add to 100%.



Q. To what extent do you agree or disagree the pre-admission compulsory workplace experience component of PLT is useful in supporting law graduates to develop practical legal skills? (n=637)



Appendix *B*

Significant differences

B.1 Graduate survey questions by state or territory

The below table outlines the questions asked of the graduates split by state or territory. States/territories with less than n=30 responses (Northern Territory) have been removed from analysis due to sample size limitations. The green (↑*^#) and red (↑*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
Years since pre-admission University law degree								
1 year or less	182	6%	19% ↑	16% ↑	13%	20% ↑	14%	7% ↓
2-5 years	705	46%	39%	47%	54%	46%	48%	50%
6-10 years	490	34%	36%	33%	29%	32%	33%	35%
11-14 years	67	11%	4%	4%	1%	2%	4%	7%
15 years or more	19	3%	1%	<1%	2%	-	1%	2%
How did you choose to complete your practical legal training?								
Fully integrated with my law course	16	-	3%	-	13%	-	<1%	-
Separate qualification to law course, same university	99	11% ↓*	3% ↓	9% ↓*	15% ↓*	78% ↑*^	1% ↓*	2% ↓*
With a different provider	1,283	86%↑	93%	89%	72%^*	22%↓^	89%	96%↑*
Through SLT	44	-	-	-	-	-	9%	-
Through Legal Traineeship	4	-	-	2%	-	-	-	-
Other	17	3%	1%	-	-	-	1%	2%
Years since PLT/SLT/Legal Traineeship completion								
Less than 2 years	391	21%	30%	30%	29%	34%	29%	22%
2-3 years	377	21%	24%	27%	26%	27%	24%	29%
4-5 years	247	21%	15%	16%	21%	14%	19%	16%
6-7 years	223	18%	16%	13%	14%	10%	17%	16%
8-10 years	197	21%	15%	15%	10%	15%	11%	17%
Through which organisation did you complete your PLT/SLT/Legal Traineeship?								
ACAP University College	15	-	-	-	-	-	3%	-
Australian National University	75	40% ↑	6% ↓	3% ↓	2% ↓	2% ↓	6% ↓	4% ↓

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
Bond University	9	-	-	3%	-	-	-	-
Centre for Legal Studies/University of Tasmania	49	- ↓	- ↓	- ↓	- ↓	83% ↑	- ↓	- ↓
Curtin University	8	-	-	-	-	-	-	2%
Flinders University	10	-	-	-	11%	-	-	-
Leo Cussen	187	11%	1% ↓	2% ↓	6% ↓	2% ↓	28% ↑	7% ↓
Piddington Society Inc.	27	-	-	-	-	-	-	6%
Queensland University of Technology	42	-	-	16%	-	-	-	-
Swinburne University	-	-	-	-	-	-	-	-
The College of Law	954	49%*	74% ↑	76% ↑	49%^	7% ↓^	58%^	77% ↑*
University of Adelaide	26	-	-	-	29%	-	-	-
University of New South Wales	46	-	13% ↑	10%	1%	0%	4% ↓	4% ↓
University of Newcastle	1	-	1%	-	-	-	-	-
University of South Australia	1	-	-	-	1%	-	-	-
University of Technology Sydney	2	-	3%	-	-	-	-	-
University of Western Sydney	1	-	1%	-	-	-	-	-
Other	7	-	-	-	-	7% ↑	<1% ↓	<1% ↓
I'm not sure	3	-	-	-	-	-	1%	-
In what sector of the legal profession did you complete your PLT workplace experience?								
Private practice	887	31% ↓	52%	57%	73% ↑	63%	65% ↑	67% ↑
Corporate/in-house legal department	44	-	7%	2%	3%	2%	4%	2%
Government department or public authority	328	57% ↑	30%	32%	16% ↓	31%	17% ↓	21% ↓
Community Legal Centre	114	6%	9%	7%	4%	5%	10%	7%
Other	43	6%	1%	2%	3%	-	5%	2%

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
In what sector of the legal profession did you complete your mandatory supervision period?								
Private practice	899	37%↓	52%	60%	67%	59%	64%↑	70%↑
Corporate/in-house legal department	62	-	6%	4%	4%	2%	6%	4%
Government department or public authority	280	54%↑	23%↓	24%↓	19%↓	24%	17%↓	15%↓
Community Legal Centre	110	6%	10%	7%	7%	3%	8%	7%
Other	65	3%	9%	5%	2%	12%	4%	4%
How many legal practitioners worked at your PLT workplace experience law practice, company or department?								
1-2	169	6%	17%	13%	16%	5%	12%	10%
3-5	208	11%	17%	16%	13%	14%	13%	17%
6-20	346	11%	17%	25%	31%	34%	24%	23%
21-50	131	14%	14%	8%↓	10%	25%↑	7%↓	9%↓
51-100	104	9%	9%	5%	8%	7%	6%	10%
100+	341	34%	20%	25%	18%	10%	29%	22%
I'm not sure	117	14%	4%	8%	3%	5%	10%	9%
How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period?								
1-2	126	-	7%	8%	8%	5%	11%	9%
3-5	193	11%	16%	16%	13%	15%	12%	14%
6-20	353	14%	23%	26%	37%	29%	22%	25%
21-50	141	14%	12%	7%↓	9%	22%↑	11%	9%
51-100	120	11%	10%	6%	10%	7%	6%	12%
100+	415	37%↑	26%	30%↑	21%	10%↓	35%↑	27%
I'm not sure	68	11%	6%	7%	1%	12%	3%	4%
My PLT coursework was conducted:								
Full-time	785	43%	64%↑	59%↑	65%↑	75%↑	60%↑	43%↓
Part-time	597	57%↑	33%	40%	34%	24%↓	37%	53%↑
Mix of full-time and part-time	23	-	3%	1%	1%	2%	1%	3%
Other	11	-	-	-	-	-	1%	1%
Approximately how long did it take to complete your PLT coursework?								
Three months or less	224	17%	36%↑	15%↓	17%	2%↓*	18%↓*	13%↓

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
More than 3 months and up to 6 months	673	49%	48%	50%	49%	64%↑	51%	41%↓
More than 6 months and up to 9 months	350	23%	12%	24%	21%	32%	22%	30%
More than 9 months and up to 12 months	81	3%	3%	5%	6%	2%	4%	9%
12 months or more	27	3%	1%	2%	5%	-	2%	2%
I don't know	45	6%	-	4%	1%	-	3%	4%
Prior to commencing your PLT/SLT/Legal Traineeship had you...								
Worked in the legal profession	1,176	83%	83%	84%	65%↓	53%↓	81%↑	84%↑
Not worked in the legal profession	287	17%	17%	16%	35%↑	47%↑	19%↓	16%↑
Did you complete your PLT coursework while working in the legal profession?								
Yes, worked in the legal profession	1,132	86%	90%↑	84%↑	62%↓	58%↓*	77%*^	86%↑^
No, did not work in the legal profession	284	14%	10%	16%	38%	42%	23%	14%
The cost of my PLT was paid for:								
Solely by me	235	11%	20%	13%	22%	5%	18%	17%
Solely by family or friends	41	9%	9%↑	2%	2%	5%	3%	2%↑
Solely by HECS-HELP/FEE-HELP	635	40%↓	39%↓	56%↓*	57%	80%↑	41%*	36%*
Solely by employer	339	23%^	16%^	17%*	4%↓	-^↓	27%↑	35%↑*
Combination of me and HECS-HELP/FEE-HELP	100	3%	6%	10%	11%	7%	6%	7%
Combination of me and employer	18	3%	1%	3%	-	-	2%	<1%
Other	48	11%↑	9%	<1%↓	2%	3%	3%	4%
Postcode of PLT workplace experience (based ABS remoteness categories)								
Major Cities of Australia	944	92%*	92%*	84%*	96%*	2%*	91%↓*	97%↑*
Inner Regional Australia	91	4%*	2%*	6%*	1%*	92%*	7%↑*	1%↓*

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
Outer Regional/Remote/Very Remote Australia	53	4%	6%	10%↑	3%	6%	2%↓	2%↓
Approximately how many days of workplace experience did you complete as part of your PLT?								
0-15 days (full-time equivalent)	134	7%↓	3%↓	3%↓*	13%↓*	60%↑	18%↓*	2%↓*
16-30 days (full-time equivalent)	125	3%	8%↓	12%↓	12%	32%↑	9%↓	7%↓
31-50 days (full-time equivalent)	63	3%	2%	4%	15%↑	2%	6%	4%↓
51-75 days (full-time equivalent)	292	20%	17%	29%	30%	-	20%	27%
76-150 days (full-time equivalent)	143	17%	15%	12%	4%	2%	9%	15%
Over 150 days (full-time equivalent)	163	7%	15%	14%	4%↓	-↓	11%	19%↑
I'm not sure	326	43%↑	39%↑	26%↑	22%	4%↓	27%↑	26%↑
How long did it take you to complete your PLT workplace experience?								
2 months or less	274	20%↓	17%↓	20%↓*	28%↓*	87%↑	27%↓*	8%↓*
More than 2 and up to 3 months	171	13%	22%	14%	17%	4%	11%	16%
More than 3 and up to 6 months	331	27%	27%	27%	32%	9%	26%	28%
More than 6 and up to 9 months	133	10%	10%	11%	1%↓	-↓	8%↓	17%↑
More than 9 and up to 12 months	47	3%	2%	3%	1%	-	2%	7%
More than 12 and up to 18 months	19	-	2%	1%	1%	-	2%	2%
More than 18 months	11	-	-	<1%	2%	-	2%	-
I'm not sure	259	27%↑	20%↑	23%↑	17%↑	-↓	21%↑	22%↑
How did you source your PLT workplace experience?								

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
Assistance was provided by my PLT provider	120	3%↓	5%↓	7%↓	10%↓	57%↑	11%↓	5%↓
Through prior paid or unpaid work in a legal setting	718	63%	57%	68%↑	49%	38%↓	59%	55%↓
Through an existing contact within the profession	167	17%	17%	10%	20%	8%	14%	14%
Through information provided by an industry body	18	-	3%	1%	-	2%	1%	2%
I found it myself	262	20%	22%	22%	30%↑	9%	14%↓	26%
Other	12	-	-	<1%	1%	-	1%	1%
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?								
Yes, I had worked there prior	754	67%	68%	68%↑	50%	43%↓	60%	61%
Yes, I continued working there after	754	70%	58%	62%	59%	62%	59%	62%
No, I only worked there as part of PLT workplace experience	203	13%	11%	12%	26%	21%	19%	14%
Were you paid for your workplace experience?								
Full pay	864	77%↑	77%↑	76%↑	51%	30%↓	67%↑*	77%↑*
Paid at a reduced rate	35	-	5%	2%	2%	4%	3%	3%
Fully unpaid	296	17%↓	16%↓*	18%↓*	44%*	64%↑	25%↓*	18%↓*
Other	41	7%	2%	4%	2%	2%	5%	2%
Age								
24 years or younger	82	7%	11%	11%↑	9%	17%↑*	3%↓	5%*
25-34 years	848	66%	58%	71%	56%	70%	71%	65%
35-44 years	197	17%	18%	12%	18%	4%	16%	18%
45-54 years	89	3%	12%	5%	6%	9%	6%	8%
55-64 years	33	7%	2%	<1%↓	6%↑	-	3%	3%

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
65 years or older	16	-	-	1%	5%	-	1%	1%
Gender								
Male	436	36%	50%	32%	33%	27%	35%	37%
Female	807	64%	50%	68%	68%	73%	65%	63%
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?								
Net dissatisfied	772	54%	68% ↑*	54%	39% *^	8% ↓^	54%	57%
Neutral	295	26%	16%	22%	31% ↑	5% ↓	20%	20%
Net satisfied	396	20% ↓	16% ↓	24% ↓	29% ↓	86% ↑	26% ↓	24% ↓
Satisfaction: Value for money								
Net dissatisfied	1,034	77% ↑	83% ↑	75% ↑	67% ↑	25% ↓	71% ↑	72% ↑
Neutral	206	14%	7%	15%	11%	19%	15%	14%
Net satisfied	188	6% ↓	9% ↓	8% ↓	19% ↓	53% ↑	11% ↓	13% ↓
I'm not sure	35	3%	1%	2%	2%	3%	3%	2%
Satisfaction: The skills and capabilities taught in the coursework								
Net dissatisfied	782	57%	62%	56%	38% *	8% ↓*	55%	58% ↑
Neutral	256	17%	10%	22%	26%	10%	18%	15%
Net satisfied	421	23% ↓	26% ↓	23% ↓	36% ↓	81% ↑	27% ↓	27% ↓
I'm not sure	4	3%	1%	-	-	-	<1%	<1%
Satisfaction: The standard of teaching in the coursework								
Net dissatisfied	487	34% ↑	46% ↑	34% ↑	28% ↑	5% ↓	34% ↑	35% ↑
Neutral	326	26%	23%	23%	29% ↑	7% ↓	23%	21%
Net satisfied	643	37% ↓	30% ↓	42% ↓	42% ↓	88% ↑	42% ↓	44% ↓
I'm not sure	7	3%	-	-	1%	-	1%	<1%
Satisfaction: Access to teaching staff across the duration of the course								
Net dissatisfied	348	31% ↑	35% ↑	23%	27% ↑	5% ↓	25% ↑	23% ↑
Neutral	369	29%	29%	29% ↑	25%	8% ↓	25%	25%
Net satisfied	725	37% ↓	36% ↓	47% ↓	48% ↓	86% ↑	49% ↓	49% ↓
I'm not sure	21	3%	-	2%	-	-	1%	2%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation								
Net dissatisfied	378	29% ↑	38% ↑	27% ↑	26% ↑	3% ↓	27% ↑	24% ↑
Neutral	339	26%	26%	27%	20%	8%	22%	24%
Net satisfied	739	43% ↓	36% ↓	45% ↓	54% ↓	88% ↑	50% ↓	51% ↓

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
I'm not sure	7	3%	-	<1%	-	-	<1%	1%
Satisfaction: Coursework structure and content								
Net dissatisfied	676	51% ↑	55% ↑	48% ↑	37% ↑	7% ↓	48% ↑	49% ↑
Neutral	304	20%	17%	25%	26%	8%	20%	20%
Net satisfied	477	26% ↓	28% ↓	26% ↓	37% ↓	85% ↑	31% ↓	31% ↓
I'm not sure	6	3%	-	-	-	-	1%	<1%
Satisfaction: The workplace experience undertaken as part of PLT requirements								
Net dissatisfied	243	23% ↑	22% ↑	21% ↑	16% ↑	- ↓	20% ↑	14%
Neutral	295	20%	22%	24%	21%	14%	23%	18%
Net satisfied	853	54% *	57% *	53% ↓	61%	86% ↑*	55% ↓	66%
I'm not sure	25	3%	-	2%	2%	-	2%	2%
Satisfaction: The number of teaching hours								
Net dissatisfied	393	26%	26%	30% ↑	20%	7% ↓*	28% *	28% *
Neutral	534	40% ↑	45% ↑	39% ↑	37% ↑	12% ↓	36% ↑	37% ↑
Net satisfied	513	31% ↓	28% ↓	28% ↓	42% ↓	81% ↑	35% ↓	34% ↓
I'm not sure	23	3%	1%	3%	1%	-	2%	1%
Satisfaction: The areas covered under compulsory subjects								
Net dissatisfied	532	40% ↑	46% ↑	35% ↑	29% ↑	7% ↓	37% ↑	41% ↑
Neutral	367	26%	30% ↑	30% ↑	33% ↑	7% ↓	23%	24%
Net satisfied	552	31% ↓	23% ↓	33% ↓	38% ↓	86% ↑	39% ↓	34% ↓
I'm not sure	12	3%	-	1%	-	-	1%	<1%
Satisfaction: The supervision provided as part of PLT workplace experience								
Net dissatisfied	161	13%	16%	15%	14%	11%	14%	10%
Neutral	192	13%	19%	24% ↑	6% ↓	8%	18%	11% ↓
Net satisfied	832	67%	63%	59% ↓	77%	81%	63% ↓	75% ↑
I'm not sure	44	7%	2%	2%	4%	-	5%	4%
Satisfaction: The appropriateness of tasks undertaken during workplace experience								
Net dissatisfied	134	13%	11%	10%	16%	9%	12%	9%
Neutral	179	10%	18%	20% ↑	11%	8%	17%	10% ↓
Net satisfied	876	70%	70%	68%	68%	83%	67% ↓	78% ↑
I'm not sure	40	7%	2%	2%	5%	-	4%	4%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer								

		Australian Capital Territory	New South Wales	Queensland	South Australia	Tasmania	Victoria	Western Australia
Question	Base	35	69	264	89	59	503	429
Net dissatisfied	132	7%	11%	13%	10%	9%	13%	8%
Neutral	155	17%	16%	17% ↑	5%	8%	17% ↑	7% ↓
Net satisfied	909	70%	72%	69% ↓	83%	83%	68% ↓	81% ↑
I'm not sure	33	7%	2%	1%	2%	-	3%	4%
Satisfaction: The usefulness of your PLT workplace experience compared to your previous legal experience								
Net dissatisfied	126	17%	13%	12%	16%	14%	13%	11%
Neutral	219	21%	28%	29% ↑	22%	11%	26% ↑	15% ↓
Net satisfied	589	54%	57%	56%	59%	75%	54% ↓	68% ↑
I'm not sure	51	8%	2%	3%	4%	-	7%	6%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?								
Net disagree	927	71% *	61% *	72% ↑	53%	8% ↓*	66% *	66% *
Neutral	131	9%	14%	8%	10%	2%	9%	9%
Net agree	396	17% #	23% #	19% ↓^	37%*^	90% ↑*#	25% #	24% #
I'm not sure	9	3%	1%	1%	-	-	<1%	1%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?								
Net disagree	986	69%#	72% #	74% ↑	55% *	12% ↓*#	68% #	72% #
Neutral	168	11%	9%	11%	16%	10%	12%	11%
Net agree	29	14% ↓	17% ↓	13% ↓	27% ↓	76% ↑	18% ↓	16% ↓
I'm not sure	19	6%	1%	2%	2%	2%	1%	<1%

B.2 Graduate survey questions by previous legal experience

The below table outlines the questions asked of the graduates split by whether graduates had experience in the legal profession prior to commencing their PLT. The 'Legal experience' category includes those who worked in legal administration, had undertaken (paid or unpaid) work in a legal setting as a paralegal or similar or had undertaken an associateship or work as a tipstaff at a law court or tribunal. The 'No previous legal experience' category comprises of those who reported no prior work experience or were only previously employed in a professional services role outside of the legal profession.

The green (↑*^#) and red (↑*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		No previous legal experience	Legal experience
Question	Base	287	1,176
Years since pre-admission University law degree			
1 year or less	182	8%↓	13%↑
2-5 years	705	39%↓	50%↑
6-10 years	490	42%↑	31%↓
11-14 years	67	7%↑	4%↓
15 years or more	19	3%↑	1%↓
In which state or territory did you complete your PLT/SLT/Legal Traineeship?			
Australian Capital Territory	35	2%	2%
New South Wales	69	4%	5%
Northern Territory	15	1%	1%
Queensland	264	15%	19%
South Australia	89	11%↑	5%↓
Tasmania	59	10%↑	3%↓
Victoria	503	34%	34%
Western Australia	429	23%↓	31%↑
How did you choose to complete your practical legal training?			
Fully integrated with my law course	16	1%	1%
Separate qualification to law course, same university	99	11%↑	6%↓
With a different provider	1283	83%↓	89%↑
Through SLT	44	2%	3%
Through Legal Traineeship	4	<1%	<1%
Other	17	2%	1%
Years since PLT/SLT/Legal Traineeship completion			
Less than 2 years	391	18%↓	30%↑

		No previous legal experience	Legal experience
Question	Base	287	1,176
2-3 years	377	22%	27%
4-5 years	247	21%	16%
6-7 years	223	19%	15%
8-10 years	197	20%↑	12%↓
Through which organisation did you complete your PLT/SLT/Legal Traineeship?			
ACAP University College	15	2%↑	1%↓
Australian National University	75	8%↑	5%↓
Bond University	9	<1%	1%
Centre for Legal Studies/University of Tasmania	49	8%↑	2%↓
Curtin University	8	1%	1%
Flinders University	10	1%	1%
Leo Cussen	187	20%↑	11%↓
Piddington Society Inc.	27	2%	2%
Queensland University of Technology	42	6%↑	2%↓
Swinburne University	-	-	-
The College of Law	954	45%↓	70%↑
University of Adelaide	26	5%↑	1%↓
University of New South Wales	46	1%	4%
University of Newcastle	1	-	<1%
University of South Australia	1	<1%	-
University of Technology Sydney	2	-	<1%
University of Western Sydney	1	<1%	-
Other	7	1%	<1%
I'm not sure	3	1%↑	<1%↓
In what sector of the legal profession did you complete your PLT workplace experience?			
Private practice	887	58%	64%
Corporate/in-house legal department	44	4%	3%
Government department or public authority	328	18%↓	24%↑
Community Legal Centre	114	11%	7%
Other	43	9%↑	1%↓
In what sector of the legal profession did you complete your mandatory supervision period?			
Private practice	899	59%	65%
Corporate/in-house legal department	62	5%	4%

		No previous legal experience	Legal experience
Question	Base	287	1,176
Government department or public authority	280	17%	20%
Community Legal Centre	110	11%↑	7%↓
Other	65	8%↑	4%↓
How many legal practitioners worked at your PLT workplace experience law practice, company or department?			
1-2	169	16%↑	11%↓
3-5	208	22%↑	13%↓
6-20	346	25%	24%
21-50	131	8%	10%
51-100	104	6%	8%
100+	341	13%↓	27%↑
I'm not sure	117	10%	8%
How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period?			
1-2	126	11%	8%
3-5	193	19%↑	12%↓
6-20	353	32%↑	23%↓
21-50	141	7%	11%
51-100	120	8%	9%
100+	415	16%↓	32%↑
I'm not sure	68	6%	4%
My PLT coursework was conducted:			
Full-time	785	60%	54%
Part-time	597	38%	43%
Mix of full-time and part-time	23	1%	1%
Other	11	1%	2%
Approximately how long did it take to complete your PLT coursework?			
Three months or less	224	13%	17%
More than 3 months and up to 6 months	673	48%	48%
More than 6 months and up to 9 months	350	27%	25%
More than 9 months and up to 12 months	81	6%	6%
12 months or more	27	4%↑	2%↓
I don't know	45	3%	3%
Did you complete your PLT coursework while working in the legal profession?			
Yes, worked in the legal profession	1132	44%↓	89%↑

		No previous legal experience	Legal experience
Question	Base	287	1,176
No, did not work in the legal profession	284	56%↑	11%↓
The cost of my PLT was paid for:			
Solely by me	235	23%↑	15%↓
Solely by family or friends	41	2%	3%
Solely by HECS-HELP/FEE-HELP	635	52%↑	43%↓
Solely by employer	339	13%↓	27%↑
Combination of me and HECS-HELP/FEE-HELP	100	8%	7%
Combination of me and employer	18	1%	1%
Other	48	2%	4%
Postcode of PLT workplace experience (based ABS remoteness categories)			
Major Cities of Australia	944	75%↓	90%↑
Inner Regional Australia	91	19%↑	6%↓
Outer Regional/Remote/Very Remote Australia	53	6%	5%
Approximately how many days of workplace experience did you complete as part of your PLT?			
0-15 days (full-time equivalent)	134	22%↑	8%↓
16-30 days (full-time equivalent)	125	19%↑	8%↓
31-50 days (full-time equivalent)	63	7%	5%
51-75 days (full-time equivalent)	292	18%↓	25%↑
76-150 days (full-time equivalent)	143	9%	12%
Over 150 days (full-time equivalent)	163	7%↓	15%↑
I'm not sure	326	17%↓	28%↑
How long did it take you to complete your PLT workplace experience?			
2 months or less	274	36%↑	19%↓
More than 2 and up to 3 months	171	11%	15%
More than 3 and up to 6 months	331	25%	27%
More than 6 and up to 9 months	133	10%	11%
More than 9 and up to 12 months	47	4%	4%
More than 12 and up to 18 months	19	1%	2%
More than 18 months	11	1%	1%
I'm not sure	259	12%↓	23%↑
How did you source your PLT workplace experience?			
Assistance was provided by my PLT provider	120	26%↑	6%↓
Through prior paid or unpaid work in a legal setting	718	21%↓	67%↑

		No previous legal experience	Legal experience
Question	Base	287	1,176
Through an existing contact within the profession	167	18%↑	12%↓
Through information provided by an industry body	18	2%	1%
I found it myself	262	31%↑	19%↓
Other	12	2%	1%
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?			
Yes, I had worked there prior	754	26%↓	70%↑
Yes, I continued working there after	754	49%↓	64%↑
No, I only worked there as part of PLT workplace experience	203	38%↑	11%↓
Were you paid for your workplace experience?			
Full pay	864	40%↓	77%↑
Paid at a reduced rate	35	4%	3%
Fully unpaid	296	50%↑	18%↓
Other	41	6%↑	3%↓
Age			
24 years or younger	82	2%↓	8%↑
25-34 years	848	49%↓	71%↑
35-44 years	197	20%	15%
45-54 years	89	18%↑	4%↓
55-64 years	33	8%↑	1%↓
65 years or older	16	5%↑	<1%↓
Gender			
Male	436	41%↑	34%↓
Female	807	59%↓	66%↑
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?			
Net dissatisfied	772	38%↓	56%↑
Neutral	295	18%	21%
Net satisfied	396	44%↑	23%↓
Satisfaction: Value for money			
Net dissatisfied	1034	53%↓	75%↑
Neutral	206	20%↑	13%↓
Net satisfied	188	24%↑	10%↓
I'm not sure	35	2%	2%
Satisfaction: The skills and capabilities taught in the coursework			

		No previous legal experience	Legal experience
Question	Base	287	1,176
Net dissatisfied	782	39%↓	57%↑
Neutral	256	15%	18%
Net satisfied	421	46%↑	25%↓
I'm not sure	4	<1%	<1%
Satisfaction: The standard of teaching in the coursework			
Net dissatisfied	487	22%↓	36%↑
Neutral	326	17%↓	24%↑
Net satisfied	643	61%↑	40%↓
I'm not sure	7	<1%	1%
Satisfaction: Access to teaching staff across the duration of the course			
Net dissatisfied	348	16%↓	26%↑
Neutral	369	21%	26%
Net satisfied	725	61%↑	47%↓
I'm not sure	21	2%	1%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation			
Net dissatisfied	378	21%↓	27%↑
Neutral	339	12%↓	26%↑
Net satisfied	739	67%↑	47%↓
I'm not sure	7	<1%	1%
Satisfaction: Coursework structure and content			
Net dissatisfied	676	28%↓	51%↑
Neutral	304	21%	21%
Net satisfied	477	51%↑	28%↓
I'm not sure	6	<1%	<1%
Satisfaction: The workplace experience undertaken as part of PLT requirements			
Net dissatisfied	243	20%	16%
Neutral	295	19%	21%
Net satisfied	853	59%	61%
I'm not sure	25	2%	2%
Satisfaction: The number of teaching hours			
Net dissatisfied	393	20%↓	28%↑
Neutral	534	30%↓	38%↑
Net satisfied	513	49%↑	32%↓

		No previous legal experience	Legal experience
Question	Base	287	1,176
I'm not sure	23	1%	2%
Satisfaction: The areas covered under compulsory subjects			
Net dissatisfied	532	25%↓	39%↑
Neutral	367	22%	26%
Net satisfied	552	52%↑	34%↓
I'm not sure	12	1%	1%
Satisfaction: The supervision provided as part of PLT workplace experience			
Net dissatisfied	161	14%	13%
Neutral	192	13%	16%
Net satisfied	832	68%	68%
I'm not sure	44	5%	3%
Satisfaction: The appropriateness of tasks undertaken during workplace experience			
Net dissatisfied	134	13%	10%
Neutral	179	13%	15%
Net satisfied	876	70%	71%
I'm not sure	40	4%	3%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer			
Net dissatisfied	132	16%↑	9%↓
Neutral	155	9%	13%
Net satisfied	909	70%	75%
I'm not sure	33	4%	2%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?			
Net disagree	927	47%↓	67%↑
Neutral	131	9%	9%
Net agree	396	43%↑	23%↓
I'm not sure	9	1%	1%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?			
Net disagree	986	49%↓	72%↑
Neutral	168	12%	11%
Net agree	290	35%↑	16%↓
I'm not sure	19	3%↑	1%↓

B.3 Graduate survey questions by current work in the legal profession

The below table outlines the questions asked of the graduates split by whether graduates completed their PLT coursework while working in the legal profession. The category 'Working in the legal profession' is comprised of those who completed their PLT coursework while working as a paralegal at a law practice, graduate at a law practice or in-house legal team or in another role in the legal profession.

The green (↑*^#) and red (↑*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Years since pre-admission University law degree			
1 year or less	180	15%↑	5%↓
2-5 years	683	51%↑	37%↓
6-10 years	471	30%↓	46%↑
11-14 years	66	4%↓	7%↑
15 years or more	16	<1%↓	4%↑
In which state or territory did you complete your PLT/SLT/Legal Traineeship?			
Australian Capital Territory	35	3%	2%
New South Wales	69	5%↑	2%↓
Northern Territory	15	1%	1%
Queensland	260	19%	14%
South Australia	89	5%↓	12%↑
Tasmania	59	3%↓	9%↑
Victoria	460	31%↓	38%↑
Western Australia	429	33%↑	21%↓
How did you choose to complete your practical legal training?			
Fully integrated with my law course	16	1%↓	2%↑
Separate qualification to law course, same university	99	6%↓	12%↑
With a different provider	1283	92%↑	85%↓
Through SLT	1	<1%	-
Through Legal Traineeship	-	-	-
Other	17	2%	-
Years since PLT/SLT/Legal Traineeship completion			
Less than 2 years	380	31%↑	11%↓
2-3 years	368	28%↑	21%↓

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
4-5 years	235	15%↓	25%↑
6-7 years	214	14%↓	23%↑
8-10 years	193	12%↓	21%↑
Through which organisation did you complete your PLT/SLT/Legal Traineeship?			
ACAP University College	15	1%	1%
Australian National University	74	5%	7%
Bond University	9	1%	1%
Centre for Legal Studies/University of Tasmania	49	3%↓	7%↑
Curtin University	8	<1%	1%
Flinders University	10	<1%↓	2%↑
Leo Cussen	166	8%↓	29%↑
Piddington Society Inc.	27	2%	1%
Queensland University of Technology	40	2%↓	7%↑
Swinburne University	-	-	-
The College of Law	938	73%↑	37%↓
University of Adelaide	26	1%↓	5%↑
University of New South Wales	43	4%↑	1%↓
University of Newcastle	1	-	<1%
University of South Australia	1	-	<1%
University of Technology Sydney	2	<1%	-
University of Western Sydney	1	<1%	-
Other	6	<1%↓	1%↑
I'm not sure	-	-	-
In what sector of the legal profession did you complete your PLT workplace experience?			
Private practice	887	65%↑	52%↓
Corporate/in-house legal department	44	3%	2%
Government department or public authority	328	24%	20%
Community Legal Centre	114	6%↓	16%↑
Other	43	1%↓	10%↑
In what sector of the legal profession did you complete your mandatory supervision period?			
Private practice	899	66%↑	52%↓
Corporate/in-house legal department	62	4%↓	7%↑
Government department or public authority	280	19%	22%

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Community Legal Centre	110	7%↓	12%↑
Other	65	4%	7%
How many legal practitioners worked at your PLT workplace experience law practice, company or department?			
1-2	169	10%↓	19%↑
3-5	208	13%↓	23%↑
6-20	346	24%	27%
21-50	131	10%	8%
51-100	104	8%	5%
100+	341	29%↑	6%↓
I'm not sure	117	7%↓	13%↑
How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period?			
1-2	126	8%↓	14%↑
3-5	193	12%↓	21%↑
6-20	353	23%↓	31%↑
21-50	141	10%	10%
51-100	120	9%	6%
100+	415	34%↑	12%↓
I'm not sure	68	4%	7%
My PLT coursework was conducted:			
Full-time	785	51%↓	72%↑
Part-time	597	46%↑	27%↓
Mix of full-time and part-time	23	1%	1%
Other	11	2%	1%
Approximately how long did it take to complete your PLT coursework?			
Three months or less	224	17%	12%
More than 3 months and up to 6 months	673	47%↓	54%↑
More than 6 months and up to 9 months	350	26%	23%
More than 9 months and up to 12 months	81	6%	5%
12 months or more	27	2%	3%
I don't know	45	3%	3%
Prior to commencing your PLT/SLT/Legal Traineeship had you...			
Worked in the legal profession	280	89%↑	45%↓
Not worked in the legal profession	1136	11%↓	55%↑

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
The cost of my PLT was paid for:			
Solely by me	235	15%↓	21%↑
Solely by family or friends	41	2%↓	5%↑
Solely by HECS-HELP/FEE-HELP	635	41%↓	58%↑
Solely by employer	339	30%↑	1%↓
Combination of me and HECS-HELP/FEE-HELP	100	6%↓	10%↑
Combination of me and employer	18	1%	1%
Other	48	4%	3%
Postcode of PLT workplace experience (based ABS remoteness categories)			
Major Cities of Australia	944	90%↑	74%↓
Inner Regional Australia	91	6%↓	19%↑
Outer Regional/Remote/Very Remote Australia	53	4%	7%
Approximately how many days of workplace experience did you complete as part of your PLT?			
0-15 days (full-time equivalent)	134	7%↓	26%↑
16-30 days (full-time equivalent)	125	7%↓	21%↑
31-50 days (full-time equivalent)	63	5%	6%
51-75 days (full-time equivalent)	292	25%↑	18%↓
76-150 days (full-time equivalent)	143	13%↑	6%↓
Over 150 days (full-time equivalent)	163	16%↑	2%↓
I'm not sure	326	28%↑	20%↓
How long did it take you to complete your PLT workplace experience?			
2 months or less	274	17%↓	41%↑
More than 2 and up to 3 months	171	15%	10%
More than 3 and up to 6 months	331	28%	22%
More than 6 and up to 9 months	133	12%↑	7%↓
More than 9 and up to 12 months	47	4%	2%
More than 12 and up to 18 months	19	2%	2%
More than 18 months	11	1%	2%
I'm not sure	259	23%↑	14%↓
How did you source your PLT workplace experience?			
Assistance was provided by my PLT provider	120	4%↓	32%↑
Through prior paid or unpaid work in a legal setting	718	68%↑	16%↓
Through an existing contact within the profession	167	11%↓	22%↑

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Through information provided by an industry body	18	1%↓	3%↑
I found it myself	262	18%↓	35%↑
Other	12	1%	1%
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?			
Yes, I had worked there prior	754	72%↑	18%↓
Yes, I continued working there after	754	67%↑	38%↓
No, I only worked there as part of PLT workplace experience	203	8%↓	51%↑
Were you paid for your workplace experience?			
Full pay	864	83%↑	19%↓
Paid at a reduced rate	35	3%	3%
Fully unpaid	296	12%↓	71%↑
Other	41	2%↓	7%↑
Age			
24 years or younger	81	8%↑	1%↓
25-34 years	820	70%↑	56%↓
35-44 years	190	14%↓	20%↑
45-54 years	86	6%↓	12%↑
55-64 years	32	1%↓	7%↑
65 years or older	16	1%↓	3%↑
Gender			
Male	427	36%	35%
Female	778	64%	65%
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?			
Net dissatisfied	749	57%↑	37%↓
Neutral	288	20%	20%
Net satisfied	379	23%↓	43%↑
Satisfaction: Value for money			
Net dissatisfied	1007	76%↑	52%↓
Neutral	201	12%↓	21%↑
Net satisfied	176	9%↓	26%↑
I'm not sure	32	3%	1%
Satisfaction: The skills and capabilities taught in the coursework			
Net dissatisfied	754	57%↑	39%↓

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Neutral	250	18%	15%
Net satisfied	408	25%↓	45%↑
I'm not sure	4	<1%	<1%
Satisfaction: The standard of teaching in the coursework			
Net dissatisfied	468	36%↑	22%↓
Neutral	315	23%	19%
Net satisfied	626	41%↓	58%↑
I'm not sure	7	<1%	1%
Satisfaction: Access to teaching staff across the duration of the course			
Net dissatisfied	331	24%	20%
Neutral	358	26%	21%
Net satisfied	708	48%↓	57%↑
I'm not sure	19	1%	2%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation			
Net dissatisfied	360	28%↑	17%↓
Neutral	333	25%↑	19%↓
Net satisfied	716	47%↓	64%↑
I'm not sure	7	1%	-
Satisfaction: Coursework structure and content			
Net dissatisfied	650	51%↑	27%↓
Neutral	299	20%↓	26%↑
Net satisfied	461	29%↓	46%↑
I'm not sure	6	<1%	<1%
Satisfaction: The workplace experience undertaken as part of PLT requirements			
Net dissatisfied	243	16%	21%
Neutral	295	22%↑	15%↓
Net satisfied	853	60%	62%
I'm not sure	25	2%	2%
Satisfaction: The number of teaching hours			
Net dissatisfied	372	29%↑	17%↓
Neutral	525	38%	35%
Net satisfied	497	32%↓	46%↑
I'm not sure	22	1%	2%

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Satisfaction: The areas covered under compulsory subjects			
Net dissatisfied	509	39%↑	24%↓
Neutral	361	26%	25%
Net satisfied	535	35%↓	50%↑
I'm not sure	11	1%	1%
Satisfaction: The supervision provided as part of PLT workplace experience			
Net dissatisfied	161	13%	15%
Neutral	192	16%	15%
Net satisfied	832	68%	65%
I'm not sure	44	3%	5%
Satisfaction: The appropriateness of tasks undertaken during workplace experience			
Net dissatisfied	134	10%	13%
Neutral	179	14%	15%
Net satisfied	876	72%	67%
I'm not sure	40	3%	4%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer			
Net dissatisfied	132	9%↓	16%↑
Neutral	155	12%	14%
Net satisfied	909	76%↑	66%↓
I'm not sure	33	2%	4%
Satisfaction: The usefulness of your PLT workplace experience compared to your previous legal experience			
Net dissatisfied	126	13%	11%
Neutral	219	23%	17%
Net satisfied	589	59%	65%
I'm not sure	51	5%	7%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?			
Net disagree	902	68%↑	46%↓
Neutral	126	8%	11%
Net agree	379	23%↓	42%↑
I'm not sure	9	<1%	1%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?			
Net disagree	957	72%↑	49%↓
Neutral	164	11%	13%

		Working in the legal profession	Not working in the legal profession
Question	Base	1,132	284
Net agree	278	16%↓	35%↑
I'm not sure	17	1%↓	3%↑

B.4 Graduate survey questions by size of employer for PLT workplace experience

The below table outlines the questions asked of the graduates split by the size of the law practice, company or department at which graduates completed their PLT workplace experience. Sizes have been grouped for analysis purposes and excludes those who selected 'I'm not sure'.

The green (↑*^#) and red (↑*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
Years since pre-admission University law degree				
1 year or less	171	10%↓	13%	17%↑
2-5 years	615	42%	49%	49%
6-10 years	437	40%↑	32%	30%↓
11-14 years	61	7%	4%	3%
15 years or more	15	2%	1%	1%
In which state or territory did you complete your PLT/SLT/Legal Traineeship?				
Australian Capital Territory	30	2%	2%	3%
New South Wales	66	6%	5%	4%
Northern Territory	15	1%	2%	<1%
Queensland	239	20%	18%	17%
South Australia	86	7%	8%	5%
Tasmania	56	3%	7%	2%
Victoria	416	30%	30%	36%
Western Australia	391	31%	29%	31%
How did you choose to complete your practical legal training?				
Fully integrated with my law course	14	2%	1%	1%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
Separate qualification to law course, same university	95	6%	11%↑	4%↓
With a different provider	1,179	92%	89%	92%
Through SLT	1	-	-	<1%
Through Legal Traineeship	-	-	-	-
Other	10	-	-	2%
Years since PLT/SLT/Legal Traineeship completion				
Less than 2 years	350	18%↓	30%↑	33%↑
2-3 years	335	27%	27%	25%
4-5 years	209	21%↑	14%↓	15%
6-7 years	202	18%	15%	15%
8-10 years	181	16%	14%	12%
Through which organisation did you complete your PLT/SLT/Legal Traineeship?				
ACAP University College	15	2%	2%	-
Australian National University	68	6%	4%	6%
Bond University	9	1%	1%	<1%
Centre for Legal Studies/University of Tasmania	46	2%↓	6%↑	2%↓
Curtin University	6	<1%	1%	-
Flinders University	10	1%	1%	1%
Leo Cussen	145	16%↑	12%↑	6%↓
Piddington Society Inc.	24	2%	3%	1%
Queensland University of Technology	40	5%↑	4%↑	1%↓
Swinburne University	-	-	-	-
The College of Law	859	61%↓	63%↓	74%↑
University of Adelaide	26	3%	3%	1%
University of New South Wales	41	1%↓	1%↓	8%↑
University of Newcastle	-	-	-	-
University of South Australia	1	-	-	<1%
University of Technology Sydney	2	<1%	<1%	-
University of Western Sydney	1	<1%	-	-
Other	6	<1%	1%	<1%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
I'm not sure	-	-	-	-
In what sector of the legal profession did you complete your PLT workplace experience?				
Private practice	862	75%↑	59%↓	67%↑
Corporate/in-house legal department	43	7%↑	2%↓	2%↓
Government department or public authority	274	10%↓	22%*	29%↑*
Community Legal Centre	110	7%*	16%↑*	1%↓
Other	10	1%	1%	<1%
In what sector of the legal profession did you complete your mandatory supervision period?				
Private practice	846	68%	60%↓	69%↑
Corporate/in-house legal department	57	8%↑	3%↓	2%↓
Government department or public authority	238	11%↓	20%↑	23%↑
Community Legal Centre	103	8%↑	13%↑	2%↓
Other	55	5%	4%	3%
How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period?				
1-2	118	28%↑*	2%↑*	<1%↑*
3-5	185	38%↑*	6%*^	3%↓^
6-20	341	17%*^	55%↑*	4%↓^
21-50	129	4%↓	22%↑	2%↓
51-100	115	6%↓	3%↓	18%↑
100+	389	5%↓^	10%*^	73%↑*
I'm not sure	22	3%	1%	1%
My PLT coursework was conducted:				
Full-time	723	66%↑	58%↑	44%↓
Part-time	546	33%↓	40%↓	51%↑
Mix of full-time and part-time	21	1%↓	1%↓	3%↑
Other	9	<1%	1%	1%
Approximately how long did it take to complete your PLT coursework?				
Three months or less	202	19%↑	16%	13%↓
More than 3 months and up to 6 months	624	50%	49%	47%
More than 6 months and up to 9 months	323	19%↓	26%↑	30%↑
More than 9 months and up to 12 months	74	7%	5%	6%
12 months or more	24	2%	2%	2%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
I don't know	38	4%	3%	2%
Prior to commencing your PLT/SLT/Legal Traineeship had you...				
Worked in the legal profession	1,047	28%↑*	19%	12%
Not worked in the legal profession	252	72%↓^	81%*^	88%↑*
Did you complete your PLT coursework while working in the legal profession?				
Yes, worked in the legal profession	1,053	69%↓^	79%*^	93%↑*
No, did not work in the legal profession	246	31%↑*	21%*^	7%↓^
The cost of my PLT was paid for:				
Solely by me	217	24%↑	20%↑	7%↓
Solely by family or friends	35	4%↑	3%↑	1%↓
Solely by HECS-HELP/FEE-HELP	572	55%↑	52%↑	26%↓
Solely by employer	326	5%↓^	13%*^	55%↑*
Combination of me and HECS-HELP/FEE-HELP	94	8%	8%	6%
Combination of me and employer	15	1%	1%	2%
Other	40	2%	4%	3%
Postcode of PLT workplace experience (based ABS remoteness categories)				
Major Cities of Australia	883	82%↓	80%↓	96%↑
Inner Regional Australia	84	8%↑	14%↑	3%↓
Outer Regional/Remote/Very Remote Australia	53	10%↑	6%↑	1%↓
Approximately how many days of workplace experience did you complete as part of your PLT?				
0-15 days (full-time equivalent)	117	11%↑	14%↑	5%↓
16-30 days (full-time equivalent)	120	14%↑	11%	7%↓
31-50 days (full-time equivalent)	58	6%	5%	5%
51-75 days (full-time equivalent)	272	26%	25%	21%
76-150 days (full-time equivalent)	133	8%↓	11%	15%↑
Over 150 days (full-time equivalent)	156	13%	11%	17%
I'm not sure	288	23%	23%	30%
How long did it take you to complete your PLT workplace experience?				
2 months or less	284	26%↑	26%↑	14%↓
More than 2 and up to 3 months	159	17%	14%	11%
More than 3 and up to 6 months	314	22%↓	26%↓	34%↑

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
More than 6 and up to 9 months	123	11%	10%	12%
More than 9 and up to 12 months	45	5%	3%	5%
More than 12 and up to 18 months	17	2%	1%	1%
More than 18 months	9	1%	2%↑	-↓
I'm not sure	228	18%	18%	23%
How did you source your PLT workplace experience?				
Assistance was provided by my PLT provider	100	12%↑	11%↑	4%↓
Through prior paid or unpaid work in a legal setting	670	49%↓	56%↓	70%↑
Through an existing contact within the profession	159	20%↑	14%↑	8%↓
Through information provided by an industry body	15	2%	1%	1%
I found it myself	245	29%↑	24%↑	12%↓
Other	9	<1%	1%	1%
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?				
Yes, I had worked there prior	704	53%↓	61%↓	71%↑
Yes, I continued working there after	710	53%↓	62%↓	71%↑
No, I only worked there as part of PLT workplace experience	164	23%↑	16%↑	6%↓
Were you paid for your workplace experience?				
Full pay	810	55%↓^	66%*^	91%↑*
Paid at a reduced rate	33	5%↑	3%	1%↓
Fully unpaid	272	37%↑	29%↑	7%↓
Other	21	3%	1%	1%
Age				
24 years or younger	75	5%	6%	9%
25-34 years	749	57%↓^	66%*^	75%↑*
35-44 years	177	21%↑	15%	12%↓
45-54 years	82	11%↑	8%↑	3%↓
55-64 years	31	4%	3%	1%
65 years or older	14	2%↑	1%↑	-↓

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
Gender				
Male	395	35%	39%	33%
Female	714	65%	61%	67%
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?				
Net dissatisfied	680	41%↓	49%↓	66%↑
Neutral	267	23%	19%	20%
Net satisfied	352	36%↑	32%↑	14%↓
Satisfaction: Value for money				
Net dissatisfied	922	62%↓	69%↓	80%↑
Neutral	185	17%↑	15%	11%↓
Net satisfied	163	19%↑	15%↑	5%↓
I'm not sure	29	2%	1%↓	4%↑
Satisfaction: The skills and capabilities taught in the coursework				
Net dissatisfied	687	40%↓^	48%*^	69%↑*
Neutral	230	18%	19%	16%
Net satisfied	380	42%↑*	32%*^	15%↓^
I'm not sure	2	-	-	<1%
Satisfaction: The standard of teaching in the coursework				
Net dissatisfied	418	23%↓	30%↓	43%↑
Neutral	294	21%	23%	24%
Net satisfied	582	57%↑*	48%*^	32%↓^
I'm not sure	5	-	<1%	1%
Satisfaction: Access to teaching staff across the duration of the course				
Net dissatisfied	300	21%	22%	27%
Neutral	332	26%	24%	27%
Net satisfied	653	53%	53%↑	45%↓
I'm not sure	14	1%	1%	1%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation				
Net dissatisfied	331	20%↓	24%↓	32%↑
Neutral	303	18%↓	25%	26%↑
Net satisfied	659	61%↑*	51%*^	41%↓^
I'm not sure	6	<1%	1%	<1%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
Satisfaction: Coursework structure and content				
Net dissatisfied	594	32%↓^	40%*^	64%↑*
Neutral	268	24%↑	22%	17%↓
Net satisfied	432	45%↑	38%↑	19%↓
I'm not sure	5	-	<1%	1%
Satisfaction: The workplace experience undertaken as part of PLT requirements				
Net dissatisfied	215	20%	14%	16%
Neutral	266	20%	19%	23%
Net satisfied	801	60%	66%↑	58%↓
I'm not sure	17	<1%	1%	2%
Satisfaction: The number of teaching hours				
Net dissatisfied	336	22%↓	23%↓	32%↑
Neutral	482	36%	37%	38%
Net satisfied	464	42%↑	38%↑	28%↓
I'm not sure	17	1%	2%	2%
Satisfaction: The areas covered under compulsory subjects				
Net dissatisfied	465	28%↓	32%↓	47%↑
Neutral	332	27%	25%	25%
Net satisfied	493	45%↑	43%↑	27%↓
I'm not sure	9	<1%	1%	1%
Satisfaction: The supervision provided as part of PLT workplace experience				
Net dissatisfied	149	18%↑	12%	10%↓
Neutral	166	17%	14%	13%
Net satisfied	788	64%↓	72%	73%↑
I'm not sure	27	2%	2%	3%
Satisfaction: The appropriateness of tasks undertaken during workplace experience				
Net dissatisfied	124	14%	9%	11%
Neutral	152	14%	13%	13%
Net satisfied	827	70%	76%	73%
I'm not sure	27	2%	2%	3%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer				
Net dissatisfied	118	13%	9%	10%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	377	477	445
Neutral	136	13%	12%	11%
Net satisfied	855	72%	77%	77%
I'm not sure	21	1%	2%	3%
Satisfaction: The usefulness of your PLT workplace experience compared to your previous legal experience				
Net dissatisfied	115	16%	11%	12%
Neutral	196	23%	22%	20%
Net satisfied	557	59%	61%	63%
I'm not sure	45	2%	6%	6%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?				
Net disagree	823	51%↓	57%↓	80%↑
Neutral	114	11%↑	10%↑	6%↓
Net agree	356	38%↑	32%↑	14%↓
I'm not sure	6	-	1%	<1%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?				
Net disagree	876	54%↓^	63%*^	83%↑*
Neutral	148	14%	12%	9%
Net agree	262	30%↑	24%↑	7%↓
I'm not sure	13	2%	1%	<1%

B.5 Graduate survey questions by size of employer for mandatory supervision period

The below table outlines the questions asked of the graduates split by the size of the law practice, company or department at which they did their mandatory supervision period. Sizes have been grouped for analysis purposes and excludes those who selected 'I'm not sure'.

The green (↑*^#) and red (↓*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Years since pre-admission University law degree				
1 year or less	170	10%	11%	16%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
2-5 years	652	43%	50%	50%
6-10 years	447	39%↑	33%	30%↓
11-14 years	64	6%	4%	4%
15 years or more	15	2%	2%	<1%
In which state or territory did you complete your PLT/SLT/Legal Traineeship?				
Australian Capital Territory	31	1%	2%	3%
New South Wales	65	5%	5%	5%
Northern Territory	14	1%	1%	1%
Queensland	241	20%	17%	18%
South Australia	88	6%	8%	5%
Tasmania	52	4%	6%↑	2%↓
Victoria	444	32%	30%	36%
Western Australia	413	31%	30%	31%
How did you choose to complete your practical legal training?				
Fully integrated with my law course	16	3%	1%	1%
Separate qualification to law course, same university	93	7%	10%↑	4%↓
With a different provider	1222	90%	89%	93%
Through SLT	1	-	-	<1%
Through Legal Traineeship	-	-	-	-
Other	16	-	<1%	3%
Years since PLT/SLT/Legal Traineeship completion				
Less than 2 years	353	19%↓	27%↑	31%↑
2-3 years	356	28%	27%	26%
4-5 years	222	20%	16%	15%
6-7 years	207	17%	17%	14%
8-10 years	186	16%	13%	14%
Through which organisation did you complete your PLT/SLT/Legal Traineeship?				
ACAP University College	14	2%	2%	-
Australian National University	67	3%	4%	6%
Bond University	9	1%	1%	1%
Centre for Legal Studies/University of Tasmania	42	3%	5%↑	2%↓
Curtin University	8	1%	1%	<1%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Flinders University	10	1%	<1%	1%
Leo Cussen	156	17%↑	13%↑	7%↓
Piddington Society Inc.	25	1%	2%	2%
Queensland University of Technology	39	5%↑	4%↑	1%↓
Swinburne University	-	-	-	-
The College of Law	903	62%↓	64%↓	73%↑
University of Adelaide	25	2%	3%	1%
University of New South Wales	39	<1%↓	1%↓	7%↑
University of Newcastle	1	<1%	-	-
University of South Australia	1	-	-	<1%
University of Technology Sydney	2	<1%	<1%	
University of Western Sydney	1	<1%	-	-
Other	6	1%	1%	-
I'm not sure	-	-	-	-
In what sector of the legal profession did you complete your PLT workplace experience?				
Private practice	868	72%↑	61%↓	64%↓
Corporate/in-house legal department	44	7%↑	2%↓	2%↓
Government department or public authority	293	10%↓^	21%*^	29%↑*
Community Legal Centre	110	7%↓	14%↑	4%↓
Other	33	4%	2%	2%
In what sector of the legal profession did you complete your mandatory supervision period?				
Private practice	887	76%↑	61%↓	65%↓
Corporate/in-house legal department	61	9%↑	3%↓	3%↓
Government department or public authority	252	5%↓^	18%*^	27%↑*
Community Legal Centre	106	7%*^	14%↑*	2%↓^
Other	42	3%	4%	3%
How many legal practitioners worked at your PLT workplace experience law practice, company or department?				
1-2	163	37%↑*	7%*^	2%↓^
3-5	203	42%↑	9%↓	5%↓
6-20	344	10%↓	54%↑	8%↓
21-50	127	2%↓	20%↑	4%↓
51-100	103	3%↓	2%↓	16%↑

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
100+	337	2%↓	3%↓	60%↑
I'm not sure	71	5%	5%	6%
My PLT coursework was conducted:				
Full-time	747	66%↑	59%↑	46%↓
Part-time	568	33%↓	39%↓	50%↑
Mix of full-time and part-time	22	<1%↓	1%	3%↑
Other	11	1%	1%	1%
Approximately how long did it take to complete your PLT coursework?				
Three months or less	212	20%↑	16%	13%↓
More than 3 months and up to 6 months	643	47%	49%	48%
More than 6 months and up to 9 months	334	20%↓	24%	29%↑
More than 9 months and up to 12 months	76	7%	6%	5%
12 months or more	25	1%	2%	2%
I don't know	42	4%	2%	4%
Prior to commencing your PLT/SLT/Legal Traineeship had you...				
Worked in the legal profession	262	73%↓	78%↓	87%↑
Not worked in the legal profession	1086	27%↑	22%↑	13%↓
Did you complete your PLT coursework while working in the legal profession?				
Yes, worked in the legal profession	1083	69%↓^	77%*^	90%↑*
No, did not work in the legal profession	265	31%↑*	23%*^	10%↓^
The cost of my PLT was paid for:				
Solely by me	224	23%↑	19%↑	11%↓
Solely by family or friends	38	4%	3%	2%
Solely by HECS-HELP/FEE-HELP	592	58%↑	54%↑	27%↓
Solely by employer	337	4%↓^	12%*^	50%↑*
Combination of me and HECS-HELP/FEE-HELP	95	8%	8%	5%
Combination of me and employer	17	1%	1%	2%
Other	45	3%	3%	4%
Postcode of PLT workplace experience (based ABS remoteness categories)				
Major Cities of Australia	910	80%↓	81%↓	97%↑
Inner Regional Australia	82	11%↑	12%↑	2%↓
Outer Regional/Remote/Very Remote Australia	51	9%↑	7%↑	1%↓

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Approximately how many days of workplace experience did you complete as part of your PLT?				
0-15 days (full-time equivalent)	121	14%↑	14%↑	4%↓
16-30 days (full-time equivalent)	122	15%↑	11%	7%↓
31-50 days (full-time equivalent)	59	11%	4%	4%
51-75 days (full-time equivalent)	285	23%	25%	23%
76-150 days (full-time equivalent)	139	10%	11%	13%
Over 150 days (full-time equivalent)	159	11%↓	10%	18%↑
I'm not sure	305	20%↓	25%	30%↑
How long did it take you to complete your PLT workplace experience?				
2 months or less	253	29%↑	25%↑	13%↓
More than 2 and up to 3 months	167	18%	14%	12%
More than 3 and up to 6 months	319	20%↓	25%↓	33%↑
More than 6 and up to 9 months	128	10%	10%	12%
More than 9 and up to 12 months	47	4%	3%	5%
More than 12 and up to 18 months	17	2%	1%	1%
More than 18 months	11	1%	2%	<1%
I'm not sure	247	17%	20%	23%
How did you source your PLT workplace experience?				
Assistance was provided by my PLT provider	110	14%↑	12%↑	4%↓
Through prior paid or unpaid work in a legal setting	689	46%↓^	57%*^	67%↑*
Through an existing contact within the profession	163	21%↑	13%↓	10%↓
Through information provided by an industry body	17	2%	2%	1%
I found it myself	252	26%↑	24%↑	16%↓
Other	10	<1%	1%	1%
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?				
Yes, I had worked there prior	730	50%↓^	61%*^	70%↑*
Yes, I continued working there after	718	52%↓	61%↑	66%↑
No, I only worked there as part of PLT workplace experience	186	26%↑*	17%*^	8%↓^
Were you paid for your workplace experience?				
Full pay	830	52%↓^	66%*^	86%↑*
Paid at a reduced rate	35	5%	3%	2%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Fully unpaid	278	38%↑	29%↑	9%↓
Other	37	5%↑	2%↓	3%
Age				
24 years or younger	75	5%	5%	9%
25-34 years	787	56%↓	67%↑	74%↑
35-44 years	182	23%↑	14%↓	13%↓
45-54 years	84	10%↑	10%↑	3%↓
55-64 years	31	5%↑	3%	1%↓
65 years or older	13	2%	2%	<1%
Gender				
Male	411	33%	38%	35%
Female	741	67%	62%	65%
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?				
Net dissatisfied	714	39%↓^	49%*^	65%↑*
Neutral	274	22%	20%	20%
Net satisfied	360	39%↑	32%↑	15%↓
Satisfaction: Value for money				
Net dissatisfied	959	58%↓^	69%*^	81%↑*
Neutral	190	17%↑	17%↑	10%↓
Net satisfied	170	23%↑*	14%*^	5%↓^
I'm not sure	29	2%	1%	3%
Satisfaction: The skills and capabilities taught in the coursework				
Net dissatisfied	721	36%↓^	48%*^	69%↑*
Neutral	235	19%	19%	15%
Net satisfied	389	45%↑*	33%*^	16%↓^
I'm not sure	3	<1%	-	<1%
Satisfaction: The standard of teaching in the coursework				
Net dissatisfied	446	25%↓	27%↓	44%↑
Neutral	300	18%	24%	23%
Net satisfied	596	57%↑	49%↑	32%↓
I'm not sure	6	-	<1%	1%
Satisfaction: Access to teaching staff across the duration of the course				

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Net dissatisfied	318	21%	21%	27%
Neutral	339	22%	24%	27%
Net satisfied	676	56%↑	53%↑	44%↓
I'm not sure	15	1%	1%	1%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation				
Net dissatisfied	349	19%↓	24%↓	32%↑
Neutral	315	18%	25%	25%
Net satisfied	678	62%↑*	51%*^	43%↓^
I'm not sure	6	<1%	<1%	1%
Satisfaction: Coursework structure and content				
Net dissatisfied	627	30%↓^	40%*^	62%↑*
Neutral	277	21%	22%	19%
Net satisfied	440	48%↑*	38%*^	19%↓^
I'm not sure	4	-	<1%	1%
Satisfaction: The workplace experience undertaken as part of PLT requirements				
Net dissatisfied	236	19%	16%	18%
Neutral	274	18%	20%	22%
Net satisfied	818	62%	63%	58%
I'm not sure	20	1%	1%	2%
Satisfaction: The number of teaching hours				
Net dissatisfied	358	22%↓	23%↓	33%↑
Neutral	495	32%	39%	38%
Net satisfied	476	44%↑	37%↑	28%↓
I'm not sure	19	2%	1%	1%
Satisfaction: The areas covered under compulsory subjects				
Net dissatisfied	490	24%↓^	33%*^	47%↑*
Neutral	341	27%	26%	23%
Net satisfied	507	49%↑	40%↑	28%↓
I'm not sure	10	<1%	<1%	1%
Satisfaction: The supervision provided as part of PLT workplace experience				
Net dissatisfied	154	18%↑	13%	10%↓
Neutral	177	17%	15%	14%

		Small (1-5 legal practitioners)	Medium (6-50 legal practitioners)	Large (50+ legal practitioners)
Question	Base	319	494	535
Net satisfied	803	63%	68%	72%
I'm not sure	40	1%↓	3%	5%↑
Satisfaction: The appropriateness of tasks undertaken during workplace experience				
Net dissatisfied	128	13%	10%	10%
Neutral	162	15%	15%	13%
Net satisfied	848	70%	72%	74%
I'm not sure	36	2%	3%	3%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer				
Net dissatisfied	124	15%	9%	10%
Neutral	143	13%	13%	11%
Net satisfied	877	71%	75%	77%
I'm not sure	30	1%	3%	3%
Satisfaction: The usefulness of your PLT workplace experience compared to your previous legal experience				
Net dissatisfied	120	16%	12%	11%
Neutral	208	25%	23%	19%
Net satisfied	569	58%	58%	63%
I'm not sure	50	1%↓	6%↑	7%↑
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?				
Net disagree	862	49%↓	57%↓	79%↑
Neutral	118	9%	12%↑	6%↓
Net agree	360	41%↑*	30%*^	15%↓^
I'm not sure	8	1%	1%	<1%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?				
Net disagree	917	51%↓^	62%*^	84%↑*
Neutral	156	14%	13%	9%
Net agree	264	33%↑*	24%*^	7%↓^
I'm not sure	11	1%	1%	-

B.6 Graduate survey questions by provider

The below table outlines the questions asked of the graduates split by PLT provider. Providers with less than n=30 responses have been removed from analysis due to sample size limitations.

The green (↑*^#) and red (↓*^#) symbols denote significant differences among demographics, net satisfaction, net dissatisfaction, net agree and net disagree. For example, a cell with ↑ is significantly higher than a cell with ↓, and a cell with * is significantly higher than a cell with *.

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Years since pre-admission University law degree							
1 year or less	168	-	24%	10%↓	7%	13%↓	28%↑
2-5 years	647	5%↓	45%↑	50%↑	45%↑	50%↑	72%↑
6-10 years	461	65%↑	31%↓	34%↓	45%↓	33%↓	-
11-14 years	65	25%↑	-	5%↓	2%↓	4%↓	-
15 years or more	12	4%	-	1%	-	1%	-
In which state or territory did you complete your PLT/SLT/Legal Traineeship?							
Australian Capital Territory	35	19%↓	-	2%↑	-	2%↑	-
New South Wales	65	5%	-	1%↑	-	5%↑	20%↓
Northern Territory	15	-	-	1%	-	1%	-
Queensland	255	12%^	-	2%↓	100%↑*^	21%*	-
South Australia	52	3%	-	3%	-	5%	2%
Tasmania	55	1%↓	100%↑	1%↓	-	<1%↓	-
Victoria	482	39%↓	-	76%↑	-	31%↓	41%↓
Western Australia	393	21%	-	16%↑	-	35%↑	37%↑
How did you choose to complete your practical legal training?							
Fully integrated with my law course	4	-	-	2%	-	<1%	-
Separate qualification to law course, same university	71	8%↓	88%↑*	2%↓	43%*	-	-
With a different provider	1217	87%*^	12%↓	84%*^	52%^	97%↑*^	91%*^
Through SLT	40	3%	-	11%↑	-	1%↓	7%
Through Legal Traineeship	4	-	-	-	5%↑	<1%↓	-
Other	17	3%	-	1%	-	1%	2%
Years since PLT/SLT/Legal Traineeship completion							

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Less than 2 years	358	-	35%	23%	10%↓	29%	52%↑
2-3 years	352	4%↓	29%↑	21%↑	33%↑	28%↑	39%↑
4-5 years	231	13%	14%	26%↑	26%	16%↓	9%
6-7 years	212	42%↑*	10%*	17%*	7%↑	15%*	-
8-10 years	187	42%↑	12%↓	13%↓	24%	12%↓	-
In what sector of the legal profession did you complete your PLT workplace experience?							
Private practice	820	54%↓	63%	56%↓	53%	64%	81%↑
Corporate/in-house legal department	39	1%	2%	4%	8%	3%	2%
Government department or public authority	305	32%	31%	19%	15%	24%	14%
Community Legal Centre	103	11%	4%	11%	23%↑	7%↓	2%
Other	43	1%		11%↑	3%	2%↓	-
In what sector of the legal profession did you complete your mandatory supervision period?							
Private practice	836	55%	57%	55%	43%↓	66%	81%↑
Corporate/in-house legal department	58	7%	2%	7%	10%	4%	2%
Government department or public authority	258	23%	22%	22%	18%	20%	7%
Community Legal Centre	98	4%↓	4%	12%	23%↑	7%	-
Other	60	11%	14%↑	3%	8%	4%↓	9%
How many legal practitioners worked at your PLT workplace experience law practice, company or department?							
1-2	150	11%	4%	14%	18%	11%	7%
3-5	192	18%	12%	23%↑	28%	13%	2%↓
6-20	309	18%	31%↑	28%↑	35%↑	23%↑	2%↓
21-50	118	8%↓	29%↑	5%↓	13%	9%↓	5%↓
51-100	97	7%	8%	5%	-	8%	7%
100+	333	31%*	10%	12%↓	8%	27%	72%↑*
I'm not sure	111	8%	6%	13%	-	8%	5%
How many legal practitioners worked at the law practice, company or department where you completed your mandatory supervision period?							
1-2	112	4%	4%	14%	10%	9%	-
3-5	177	11%	12%	19%	33%↑	13%↓	2%↓
6-20	318	23%↑	27%↑	28%↑	35%↑	24%↑	2%↓

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
21-50	129	7%	24%↑	10%	13%	9%↓	5%
51-100	107	7%	8%	5%	-	9%	7%
100+	403	39%*	10%↓	19%↓	8%↓	32%*	74%↑*
I'm not sure	64	9%	14%↑	6%	3%	4%↓	9%
My PLT coursework was conducted:							
Full-time	715	42%↓	80%↑	77%↑	63%	50%↓	58%
Part-time	562	54%↑	18%↓	22%↓	38%	48%↑	30%
Mix of full-time and part-time	23	1%	2%	1%	-	2%	9%
Other	10	3%	-	1%	-	1%	2%
Approximately how long did it take to complete your PLT coursework?							
Three months or less	213	16%	-	10%	8%	19%	12%
More than 3 months and up to 6 months	636	41%↓*	61%	65%*	43%	45%	81%↑
More than 6 months and up to 9 months	326	19%	39%↑	18%	28%	27%	5%↓
More than 9 months and up to 12 months	63	12%	-	5%	18%↑	4%↓	-
12 months or more	25	5%	-	1%	3%	2%	2%
I don't know	43	7%	-	1%	3%	4%	-
Prior to commencing your PLT/SLT/Legal Traineeship had you...							
Worked in the legal profession	1103	71%*	55%↓	70%↓	60%↓	86%*	91%↑
Not worked in the legal profession	250	29%*	45%↑	30%↑	40%↑	14%↓*	9%↓
Did you complete your PLT coursework while working in the legal profession?							
Yes, worked in the legal profession	1061	73%*	59%	51%↓*	50%	89%↑	95%↑
No, did not work in the legal profession	249	27%*	41%	49%↑*	50%	11%↓	5%↓
The cost of my PLT was paid for:							
Solely by me	204	28%↑*	2%↓	23%	8%	15%*	-
Solely by family or friends	36	5%	6%	6%↑	3%	2%↓	-
Solely by HECS-HELP/FEE-HELP	592	34%	80%↑	58%↑	75%↑	42%*	12%↓*
Solely by employer	328	22%	-	3%↓*	5%	29%*	81%↑

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Combination of me and HECS-HELP/FEE-HELP	94	7%	8%	7%	8%	7%	5%
Combination of me and employer	17	3%	-	1%	3%	1%	2%
Other	39	1%	4%	3%	-	3%	-
Postcode of PLT workplace experience (based ABS remoteness categories)							
Major Cities of Australia	871	92%	-	84%	74%↓	92%↑	97%
Inner Regional Australia	82	7%↓	93%↑	9%↓	10%↓	3%↓	-
Outer Regional/Remote/Very Remote Australia	53	2%	7%	6%	16%	5%	3%
Approximately how many days of workplace experience did you complete as part of your PLT?							
0-15 days (full-time equivalent)	126	3%↓	69%↑	44%↑	-	3%↓	6%↓
16-30 days (full-time equivalent)	115	10%	27%	26%	51%↑	5%↓	8%
31-50 days (full-time equivalent)	47	7%	2%↓	5%↓	9%	3%↓	28%↑
51-75 days (full-time equivalent)	275	15%↓	-	6%↓	11%↓	30%↑	14%↓
76-150 days (full-time equivalent)	130	16%↑	-	1%↓	6%	13%↓	17%↑
Over 150 days (full-time equivalent)	153	21%↑	-	1%↓	3%	16%	-
I'm not sure	307	27%	2%↓	17%	20%	30%↑	28%
How long did it take you to complete your PLT workplace experience?							
2 months or less	252	10%↓	93%↑*	65%*	63%*	10%↓	17%↓
More than 2 and up to 3 months	154	13%	-	9%	6%	15%	19%
More than 3 and up to 6 months	309	25%	7%↓	10%↓	9%	31%	53%↑
More than 6 and up to 9 months	124	18%↑	-	3%↓	6%	13%	-
More than 9 and up to 12 months	40	1%	-	1%	-	4%	-
More than 12 and up to 18 months	18	6%	-	-	-	2%	-
More than 18 months	9	1%	-	-	3%	1%	-
I'm not sure	246	24%	-	12%↓	14%	25%↑	11%
How did you source your PLT workplace experience?							
Assistance was provided by my PLT provider	100	1%↓	58%↑*	29%*	31%	2%↓	6%
Through prior paid or unpaid work in a legal setting	684	55%*	40%*	34%↓	40%*	66%↑*	72%↑

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Through an existing contact within the profession	153	21%	9%	16%	9%	13%	6%
Through information provided by an industry body	16	1%	2%	1%	-	1%	-
I found it myself	235	21%	4%↓	19%	31%↑	22%	6%
Other	9	3%	-	-	-	1%	-
Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?							
Yes, I had worked there prior	713	61%	44%*	34%↓	43%*	69%↑*	56%
Yes, I continued working there after	707	61%*	64%	44%↓	54%*	64%*	89%↑*
No, I only worked there as part of PLT workplace experience	180	18%↓	20%↓	42%↑	26%	11%↓	-
Were you paid for your workplace experience?							
Full pay	817	67%^	29%↓*	36%↓*	49%*	80%*	97%↑^
Paid at a reduced rate	32	1%	4%	6%	-	2%	-
Fully unpaid	255	31%*	64%↑*	51%^	49%^	14%↓^	3%↓^
Other	40	-	2%	6%	3%	4%	-
Age							
24 years or younger	76	-	18%	5%	3%	6%	17%
25-34 years	797	48%↓*	71%	58%	81%*	71%↑*	72%
35-44 years	179	28%↑	4%↓	16%	8%	15%	8%
45-54 years	78	16%↑	7%	9%	3%	6%↓	3%
55-64 years	28	1%	-	9%	3%	1%	-
65 years or older	14	6%	-	3%	3%	1%	-
Gender							
Male	407	47%	25%	37%	30%	35%	34%
Female	744	53%	75%	63%	70%	65%	66%
Overall, how satisfied are you with your experience completing your PLT/SLT/Legal Traineeship?							
Net dissatisfied	744	56%	8%↓*^	30%*^	38%	63%↑	61%^
Neutral	268	15%	4%	20%	33%	20%	22%
Net satisfied	341	29%↓	88%↑*	50%*	29%	17%↓	17%↓

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Satisfaction: Value for money							
Net dissatisfied	984	63%	27%↓	51%*	67%	80%↑*	76%
Neutral	185	24%↑	16%	19%	19%	12%↓	11%
Net satisfied	151	12%	53%↑*	27%*	10%	6%↓	2%↓
I'm not sure	33	1%	4%	3%	5%	2%↓	11%↑
Satisfaction: The skills and capabilities taught in the coursework							
Net dissatisfied	747	56%↑*	6%↓	28%*	45%	63%↑*	65%↑*
Neutral	235	13%	10%	18%	26%	18%	15%
Net satisfied	368	31%↓	84%↑*	53%*	29%	19%↓	17%↓
I'm not sure	3	-	-	-	-	<1%	2%
Satisfaction: The standard of teaching in the coursework							
Net dissatisfied	472	31%*	6%↓*	16%	26%	40%↑	43%↑
Neutral	297	19%	6%	20%	7%	24%	22%
Net satisfied	577	49%*	88%↑*	64%*	67%	35%↓	33%↓
I'm not sure	7	1%	-	1%	-	<1%	2%
Satisfaction: Access to teaching staff across the duration of the course							
Net dissatisfied	327	27%	4%↓	15%	19%	27%↑	24%
Neutral	349	35%↑	4%↓	15%↓	24%	29%↑	24%
Net satisfied	657	37%↓	92%↑	68%	57%	43%↓	48%
I'm not sure	20	1%	-	2%	-	1%	4%
Satisfaction: The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation							
Net dissatisfied	364	20%	2%↓*	10%	24%*	32%↑	30%
Neutral	319	31%	10%	18%	21%	25%	24%
Net satisfied	663	49%↓*	88%↑	72%*	55%	43%↓	43%↓
I'm not sure	7	-	-	-	-	1%	2%
Satisfaction: Coursework structure and content							
Net dissatisfied	649	41%↑	6%↓	21%	38%	56%↑	57%↑
Neutral	275	19%	8%	21%	29%	21%	11%
Net satisfied	423	37%↓	86%↑*	58%*	33%	23%↓	30%↓
I'm not sure	6	3%	-	-	-	<1%	2%

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Satisfaction: The workplace experience undertaken as part of PLT requirements							
Net dissatisfied	227	23%↑	-	23%↑	15%	17%	2%↓
Neutral	277	12%	12%	16%	25%	23%	12%
Net satisfied	781	62%↓	88%↑	60%↓	58%↓	57%↓	79%
I'm not sure	25	3%	-	1%	3%	2%	7%
Satisfaction: The number of teaching hours							
Net dissatisfied	378	21%	8%↓	18%↓	26%	32%↑	13%
Neutral	500	37%↑*	12%↓*	27%	43%*	40%↑	41%*
Net satisfied	455	37%^	80%↑*^	55%*	29%↓	27%↓	43%^
I'm not sure	20	4%	-	1%	2%	1%	2%
Satisfaction: The areas covered under compulsory subjects							
Net dissatisfied	504	36%*	8%↓*	26%	29%	41%↑	52%↑
Neutral	339	25%↑	2%↓	19%	26%↑	28%↑	20%
Net satisfied	499	37%^	90%↑*^	55%*	45%^	31%↓	26%↓
I'm not sure	11	1%	-	1%	-	1%	2%
Satisfaction: The supervision provided as part of PLT workplace experience							
Net dissatisfied	149	13%	9%	19%	6%	13%	-
Neutral	182	19%	7%	17%	17%	16%	14%
Net satisfied	763	60%	84%↑	60%↓	77%	67%	77%
I'm not sure	44	7%	-	4%	-	4%	9%
Satisfaction: The appropriateness of tasks undertaken during workplace experience							
Net dissatisfied	125	10%	11%	16%	9%	11%	6%
Neutral	170	12%	9%	15%	14%	16%	9%
Net satisfied	804	75%	80%	65%	74%	70%	77%
I'm not sure	39	3%	-	4%	3%	3%	9%
Satisfaction: The usefulness of workplace experience in supporting my development as an early career lawyer							
Net dissatisfied	123	15%	7%	17%	11%	10%	6%
Neutral	147	12%	7%	18%	11%	13%	9%
Net satisfied	835	70%	87%↑	61%↓	77%	75%	83%
I'm not sure	33	3%	-	4%	-	3%	3%
Satisfaction: The usefulness of your PLT workplace experience compared to your previous legal experience							

		Australian National University	Centre for Legal Studies/University of Tasmania	Leo Cussen	Queensland University of Technology	The College of Law	University of New South Wales
Question	Base	75	49	187	42	954	46
Net dissatisfied	122	11%	16%	16%	9%	13%	3%
Neutral	211	26%	12%	21%	17%	24%	10%
Net satisfied	543	50%	72%	59%	70%	57%	81%
I'm not sure	50	13%	-	4%	4%	5%	6%
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship is useful in supporting the legal profession to appropriately train early career lawyers?							
Net disagree	882	60% [^]	8% ^{↓^}	42% [*]	57% [^]	73% ^{↑*}	83% ^{↑*}
Neutral	117	9%	2%	11%	10%	9%	7%
Net agree	345	31% [^]	90% ^{↑*^}	47% [*]	33% [^]	18% [↓]	11% [↓]
I'm not sure	9	-	-	1%	-	1%	-
To what extent do you agree or disagree that PLT/SLT/Legal Traineeship prepared you for the start of your mandatory supervision period?							
Net disagree	937	64% [^]	8% ^{↓*^}	47% [*]	60% [^]	77% [↑]	83% [↑]
Neutral	147	16%	8%	14%	17%	10%	11%
Net agree	250	20% [^]	82% ^{↑*^}	38% [*]	17% [^]	12% [↓]	4% [↓]
I'm not sure	19	-	2%	2%	7%	1%	2%

B.7 Detailed analysis of significant differences

Graduates' satisfaction differed depending on the organisation where they undertook PLT

Across all components, graduates who completed PLT through the Centre for Legal Studies/University of Tasmania had the highest net satisfaction, followed by Leo Cussen.⁵

The College of Law and the University of New South Wales had consistently lower net satisfaction ratings compared with these two organisations. This is in line with findings from the New South Wales PLT Research.

Net satisfaction for graduates who completed their PLT at the Australian National University was more variable across different components, but largely similar to The College of Law.

Figure 41 demonstrates at a high-level where these differences exist across PLT areas, showing most listed providers can be grouped consistently into three categories.

For example, overall net satisfaction with PLT was highest for graduates who completed it at the Centre for Legal Studies/University of Tasmania (88%), moderate for those at Leo Cussen (50%) and lowest for those at the Australian National University (29%), The College of Law (17%) and the University of New South Wales (17%).

Figure 40 Net satisfaction/agreement by PLT/SLT/Legal Traineeship provider

	Centre for Legal Studies/ University of Tasmania*	Leo Cussen	The College of Law	University of New South Wales *	Australian National University
Overall experience	Green	Yellow	Red	Red	Red
Value for money	Green	Yellow	Red	Red	Grey
Coursework structure	Green	Yellow	Red	Red	Red
Coursework experience	Green	Yellow	Red	Red	Red
Workplace experience [^]	Green	Red	Red	Grey	Red
Usefulness of PLT in training early career lawyers	Green	Yellow	Red	Red	Grey
PLT prepared respondents for start of legal career	Green	Yellow	Red	Red	Grey

- Significantly higher net satisfaction/agreement than listed providers in yellow or red
- Significantly higher net satisfaction/agreement than listed providers in red, and significantly lower than providers in green
- Significantly lower net satisfaction/agreement than listed providers in green and yellow
- No significant difference in satisfaction/agreement compared with graduates from other listed providers

**Small sample size ^Leo Cussen's ratings were similar to The College of Law and Australian National University, therefore there are only two categories.*

⁵ Organisations with less than n=30 responses have been excluded from analysis due to the very small sample size. Organisations with n=30 to n=50 responses have been

flagged with an asterisk (*) indicating these findings should be interpreted with caution due to sample size limitations.

There were very few open-ended responses relating to different providers that would help explain this trend, however one graduate did report satisfaction with the Centre for Legal Studies and its course structure relative to other PLT providers.

I was particularly impressed with the program offered by the Centre for Legal Studies (University of Tasmania). I found that in comparison with other university friends who completed The College of Law and other online PLT programs that it offered real world, practical experience, particularly in relation to advocacy. This may be due to Tasmania being a fused profession and the course also essentially acting as a mini-Bar Readers Course. However, I think that other providers can look to the CFLS as a model provider.

- Graduate

This sentiment is reflective of the structure of the PLT offered by the Centre for Legal Studies.

While graduates who completed PLT at Leo Cussen were generally more satisfied than The College of Law graduates with most PLT components, they reported similar levels of satisfaction for workplace components. Across both providers, just over half (57%) of graduates were net satisfied with the workplace experience undertaken as part of PLT requirements. This is a significantly lower proportion than respondents from Centre for Legal Studies/University of Tasmania (88% net satisfaction). This trend is also present in net satisfaction with the supervision provided as part of PLT workplace experience (84% Centre for Legal Studies, 60% Leo Cussen, 67% The College of Law). This may be due to the shorter workplace experience for Leo Cussen (15-20 days) with some respondents providing general comments that this timeframe was not appropriate to get exposure to the skills expected of this part of the course. This, along with graduates from Leo Cussen being more likely to have not worked in the legal profession before or during their PLT studies may explain the lower satisfaction for Leo Cussen.

Satisfaction did not differ significantly between any providers when assessing the appropriateness of tasks undertaken during workplace experience, the usefulness of workplace experience in supporting early career lawyer development and the usefulness of PLT workplace experience compared with previous legal experience.

These findings broadly align with PLT structure, with coursework components being directly within the scope and control of the organisations, while workplace experience involves engagement with other legal organisations and therefore satisfaction is likely contingent on several external factors.

Respondents who did PLT as a separate qualification to their law course with the same university were more likely to be satisfied with PLT compared with other types of PLT

Satisfaction with different PLT components differed by the type of PLT completed. Respondents who completed PLT as a separate qualification to their law course with the same university were significantly more likely to be net satisfied compared with those who completed PLT with a different provider after their law course or in the final year of their law course, and those who did SLT.⁶

Approximately half of all respondents who did PLT as a separate qualification to their law course at the same university did it in Tasmania. The relatively high satisfaction is therefore likely influenced by the substantially higher satisfaction among this sub-group.

Satisfaction with PLT's value for money was an outlier to this trend, with no significant differences in net satisfaction between those that did SLT (23%) and those that did PLT at the same university (32%). Conversely, net satisfaction for these two groups was significantly higher when compared with respondents who completed PLT with a different provider (11%). This is very likely reflective of the 'different provider' category being made up of a large proportion of respondents who completed PLT with The College of Law, and have reported relatively low satisfaction with most aspects of PLT.

Figure 41 Net satisfaction/agreement by type of PLT

	Same university, separate qualification	Different provider	Supervised Legal Training*
Overall experience	Green	Red	Red
Value for money	Green	Red	Green
Coursework structure	Green	Red	Red
Coursework experience	Green	Red	Red
Workplace experience ^	Green	Red	Black
Usefulness of PLT in training early career lawyers	Green	Red	Red
PLT prepared respondents for start of legal career	Green	Red	Red

*Small sample size ^ Respondents who did SLT did not answer questions on workplace experience

- Significantly higher net satisfaction/agreement than PLT types in red
- Significantly lower net satisfaction/agreement than PLT types in green

⁶ Respondents who did a Legal Traineeship (n=4) or completed PLT fully integrated with their law course (n=16) have been excluded from analysis due to sample sizes less than n=30.

The largest differences were related to satisfaction with the standard of teaching in the coursework and agreement that PLT prepared respondents for the start of their legal career. Around three in four (72%) of respondents who completed PLT with the same university were satisfied with the standard of teaching, compared with 42% of respondents who completed PLT with a different provider and 34% of respondents who did SLT. Similarly, just over half (52%) of respondents who did PLT at the same university agreed that PLT prepared them for the start of their legal career, compared with one-in-five respondents who completed SLT or did PLT at a different provider (20% and 17% net agree respectively).

A very small number of graduates provided reflections specifically on SLT. Those that did most commonly reported the employer supervised training was most valuable and found minimal value in the coursework. This aligns with quantitative findings, noting that respondents who did SLT were excluded from questions on workplace experience due to the different structure of this component.

SLT was comprised of in-house training and training through [provider]. The in-house training was highly relevant and valuable in developing the necessary skills. The compulsory training through [provider] was a complete waste of time. The practice areas were irrelevant to the work I do, the delivery method was unsatisfactory and the assessments were tick the box exercises.

- Graduate

The smallest differences by magnitude were regarding PLT workplace experience. Three quarters (75%) of respondents that did PLT at the same university were net satisfied with the workplace experience component, compared with around half (59%) of those who did PLT with a different provider. While this overall difference exists, there were no significant differences in findings regarding individual components of workplace experience (e.g. appropriateness of tasks, supervision provided). As previously reported, this is likely to reflect the structure of workplace experience in that it is influenced by factors external to PLT providers.

Further analysis was undertaken on any differences between those that did PLT and SLT.⁷ 'PLT' included those that did it fully integrated with the law course, as a separate qualification at the same university as their law course, and with a different provider.

There were no significant differences in satisfaction/agreement when split into these two sub-groups. This indicates that differences are not purely a result of the differing designs between PLT and SLT and are more likely influenced by the format of the coursework across both. Given limited sample size for both SLT and Legal Traineeship, as well as the large proportion of respondents who did PLT with a different provider, these findings should be considered indicative only and would benefit from follow-up research.

There were no differences in supervisor satisfaction with the skills of early career lawyers based on the type of PLT graduates had completed. This aligns with findings reported for graduates however has similar sample size limitations for respondents who supervised SLT and/or Legal Traineeships.

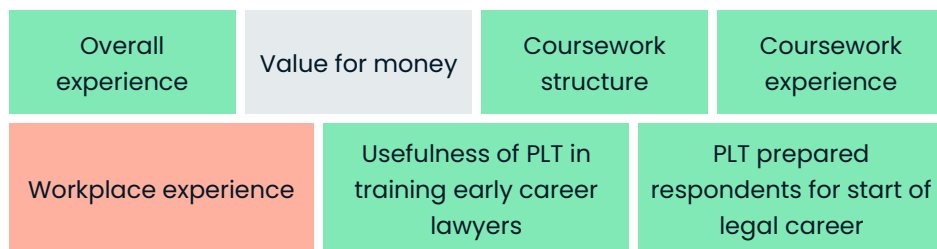
⁷ Legal Traineeship (n=4) excluded from this analysis.

Graduates who completed PLT coursework full-time were slightly more satisfied with coursework components compared with those who completed it part-time

Respondents who completed their PLT coursework on a full-time basis had slightly higher levels of net satisfaction in areas related to PLT coursework and the overall experience and usefulness of PLT compared with those who did coursework part-time. The magnitude of these differences was consistently around 10 percentage points.

There were no significant differences regarding value for money, indicating the slightly higher satisfaction with coursework for full-time respondents had little influence on perceptions of value for money overall.

Figure 42 Net satisfaction/agreement of respondents who did PLT coursework full-time compared with those who did PLT coursework part-time



- - area where graduates who completed PLT coursework full-time reported significantly more satisfaction/agreement than those who did PLT coursework part-time
- - area where graduates who completed PLT coursework full-time reported significantly less satisfaction/agreement than those who did PLT coursework part-time
- No significant difference in satisfaction/agreement between groups

Satisfaction with workplace experience was significantly different in two of the five workplace experience statements. In contrast to findings on coursework areas, respondents who did coursework full-time were significantly less likely to be satisfied with the following workplace experience components:

- The supervision provided as part of PLT workplace experience (64% net satisfaction for full-time respondents, 72% for part-time)

- The usefulness of PLT workplace experience compared with previous legal experience (55% compared with 65%).

This may be due to the larger proportion of graduates studying full-time who did not work while completing their PLT.

Graduates whose PLT was paid solely by their employer were less satisfied with PLT in all categories except for workplace experience

Respondents whose PLT was paid for solely by their employer were less likely to report net satisfaction/agreement with most PLT areas compared with respondents who paid for PLT themselves, through family or friends or through HECS-HELP/FEE-HELP.⁸

There were very limited significant differences between those that funded PLT themselves, those that funded PLT through family or friends or those that funded it through HECS-HELP/FEE-HELP. This suggests that the specific mechanism of non-employer funding PLT has little influence on satisfaction.

Figure 43 Net satisfaction/agreement by method of funding PLT/SLT/Legal Traineeship

	Solely by me	Solely by family or friends*	Solely by HECS-HELP/FEE-HELP	Solely by employer
Overall experience	Green	Green	Green	Red
Value for money	Green	Green	Green	Red
Coursework structure	Green	Green	Green	Red
Coursework experience	Green	Green	Green	Red
Workplace experience	Grey	Grey	Grey	Grey

⁸ There were n=118 respondents who paid for PLT with multiple sources. This includes n=100 who paid for PLT themselves and through HECS-HELP/FEE-HELP and n=18 whose PLT was paid by a combination of themselves and their employer. The former has been excluded from the table in this section for readability, however, has been included in the

Usefulness of PLT in training early career lawyers	Green	Green	Green	Red
PLT prepared respondents for start of legal career	Green	Green	Green	Red

*Small sample size

- Significantly higher net satisfaction/agreement than funding methods in red
- Significantly lower net satisfaction/agreement than funding methods in green
- No significant difference in satisfaction/agreement compared with other funding methods

Across the three non-employer funded categories, approximately one-in-five respondents were net satisfied with PLT’s value for money (17% solely by me, 22% solely by family or friends, 15% solely by HECS-HELP/FEE-HELP). In contrast, only 4% of respondents whose PLT was paid for solely by their employer were net satisfied with its value for money.

Almost all respondents whose PLT was paid for solely by their employer completed their PLT coursework while working as a graduate at a law practice or an in-house legal team (89%) or other role in the legal profession (11%). As previously reported, concurrent work in the legal profession was associated with lower satisfaction with PLT components, therefore explaining some of these findings.

Appendix. Findings were inconsistent for this group. The latter has been excluded from analysis due to small sample size.

Broadly these findings are similar to those reported in the New South Wales PLT Research, which found that self-funded respondents were generally more positive about their experience including having the highest level of agreement regarding the course being reasonably priced. These trends may represent the sunk cost fallacy for those that self-funded PLT; that is, individuals who have already invested significant amount want to avoid the feeling of having wasted money or effort and continue to invest resources or have unrealistic optimism. Further research would be required to fully explain this difference.

Satisfaction with PLT workplace experience overall and the individual components is an outlier to the overall trend with generally no significant differences in net satisfaction based on how PLT was paid for. Those who paid for PLT themselves were significantly more likely to report net dissatisfaction (24%) compared with those whose PLT was paid for by an employer (12%), however this was the only meaningful difference in the workplace experience area.

Those that self-funded their PLT were significantly less likely to have received full pay for their workplace experience compared with those that were funded solely by an employer, meaning they would have also incurred an additional cost for this PLT component. Findings on satisfaction by paid workplace experience are reported below.

Supervisor findings

Supervisor satisfaction with the skills of early career lawyers at the start of their mandatory supervision period generally did not differ significantly based on whether their organisation funded or reimbursed the cost of PLT. There was a significant difference in net agreement that PLT is useful for bridging the gap between academic studies and entering the legal profession. Supervisors in organisations where PLT was fully funded/reimbursed were significantly less likely to agree PLT was useful compared with supervisors in organisations where graduates must pay for PLT themselves (30% compared with 44%). This may reflect the link between employer-funded PLT and concurrent graduate work, with the existing work being viewed by qualitatively by graduates as often more useful than PLT.

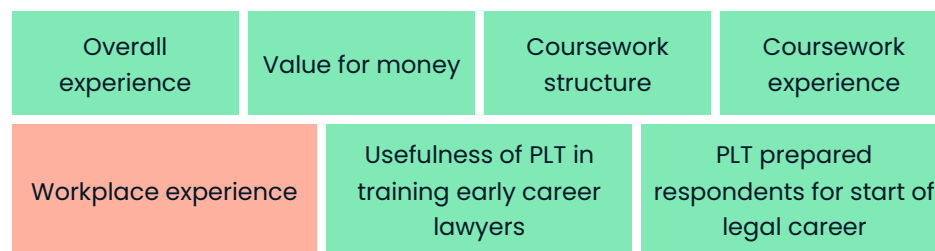
Graduates whose workplace experience was unpaid were more likely to be satisfied with their experience completing PLT compared with those who were fully paid

Across most PLT components, graduates who did unpaid PLT workplace experience were more likely to be net satisfied than those who received full pay for workplace experience. The largest differences were regarding the coursework experience and usefulness, notably:

- Net agreement with the usefulness of PLT in training early career lawyers (46% for those unpaid compared with 20% for those fully paid)
- Net satisfaction with the overall experience of completing PLT (45% vs 21%)
- The standard of teaching (63% vs 39%).

There were limited significant differences in the area of workplace experience. There were no significant differences in net satisfaction of workplace experience component, the supervision provided, the appropriateness of tasks or the usefulness of workplace experience compared with previous legal experience. There was some difference in net satisfaction with the usefulness of workplace experience in supporting development, with 77% of those that were fully paid being satisfied, compared with 69% of those that were unpaid.

Figure 44 Net satisfaction/agreement of respondents whose PLT workplace experience was fully unpaid compared with those whose PLT workplace experience was fully paid



- - area where graduates who completed fully unpaid PLT workplace experience reported significantly more satisfaction/agreement than those who were fully paid
- - area where graduates who completed fully unpaid PLT workplace experience reported significantly less satisfaction/agreement than those who were fully paid

The similarity in satisfaction between those that were fully paid and those that were unpaid for their PLT workplace experience suggests that cost itself is not the driving factor of satisfaction with workplace experience. That said, the impact of undertaking unpaid PLT workplace experience is significantly associated with satisfaction with workplace experience, with those that reported PLT had a major or severe impact on their financial situation more likely to be net dissatisfied (31%) with workplace experience compared with those that reported a moderate (12%) or no/little impact (13%). This suggests it is not merely the unpaid nature of PLT workplace experience that influences satisfaction but rather the financial impact of undertaking unpaid workplace experience for some graduates.

It is unclear why graduates who undertook unpaid workplace experience have higher general satisfaction with PLT and coursework components.

As would be expected, respondents who were unpaid were less likely to report working in the legal profession during PLT (41% compared with 95% of those that were fully paid) and less likely to have experience working in the legal profession (59% vs 88%). This may suggest that these graduates were more reliant on their PLT studies and did not have prior exposure to the learning that occurs through work experience.

This satisfaction could be influenced by the jurisdiction, provider and format of PLT, with fully unpaid respondents:

- More likely to have completed their PLT in Tasmania (12% compared with 2% of respondents who were fully paid)
- Less likely to have completed their PLT with The College of Law (39% vs 76%)
- More likely to have completed their PLT with Leo Cussen (24% vs 6%) or the Centre for Legal Studies/University of Tasmania (10% vs 2%)
- More likely to have completed the PLT coursework in-person only (27% vs 9%).
- More likely to have done their PLT workplace experience with small (46% vs 22%) or medium employers (45%) compared with larger employers (43% vs 10%).

The time taken to complete PLT coursework was associated with higher satisfaction in some areas

There were varied findings when satisfaction/agreement was analysed by the time taken to complete PLT coursework. Of the 16 statements examined, there were significant differences between groups for 10 of them. Unlike other crosstabulations, which showed workplace experience as being the area with minimal differences, most insignificant findings were in categories related to the coursework structure. This includes the coursework delivery method allowing for active learning and participation, the number of teaching hours and the areas covered under compulsory subjects. The time taken to complete PLT coursework also had no association with the assessed usefulness of PLT in training early career lawyers.

Where there were differences, these largely showed the highest proportion of net satisfaction/agreement in the group of respondents who completed PLT in 3-6 months and lowest proportion for those that completed it in three months or less. These differences are relatively small in magnitude (approximately 10 percentage points). This may indicate that a moderate timeframe better allows for engagement with course material and feelings of being invested in the coursework.

Figure 45 Net satisfaction/agreement by method of time taken to complete PLT/SLT/Legal Traineeship coursework

	Three months or less	More than 3 months and up to 6 months	More than 6 months and up to 9 months	More than 9 months
Overall experience				
Value for money				
Coursework structure				

Coursework experience	Red	Green	Red	Grey
Workplace experience	Red	Green	Green	Grey
Usefulness of PLT in training early career lawyers	Grey	Grey	Grey	Grey
PLT prepared respondents for start of legal career	Red	Green	Grey	Grey

- Significantly higher net satisfaction/agreement than time periods in red
- Significantly lower net satisfaction/agreement than time periods in green
- No significant difference in satisfaction/agreement compared with other time periods

Satisfaction with value for money was an outlier, with those that took longer than 9 months to complete PLT coursework having the highest proportion of net satisfaction (19%) compared with other groups (10% for 6-9 months, 14% for 3-6 months and 5% for 3 months or less). Similar to findings on the cost of PLT, this may reflect the sunk cost fallacy, in which respondents seek to avoid lost benefit of their time investment.

Older graduates were more likely to be satisfied than younger graduates in most areas

Age of graduates was associated with higher satisfaction/agreement with all PLT areas except for workplace experience. The sample was split into a binary for analysis, with two groups: respondents under 35 years of age and respondents 35 years or older.

Figure 46 Net satisfaction/agreement of respondents who were 35 years or older compared with those who were under 35 years old

Overall experience	Value for money	Coursework structure	Coursework experience
Workplace experience	Usefulness of PLT in training early career lawyers	PLT prepared respondents for start of legal career	

- - area where graduates aged 35 years or older reported significantly more satisfaction/agreement than those under 35 years old
- - area where graduates aged 35 years or older reported significantly less satisfaction/agreement than those under 35 years old
- No significant difference in satisfaction/agreement between groups

The largest differences were in statements relating to:

- Coursework structure and content (47% net satisfaction compared with 28%)
- The standard of teaching (59% compared with 40%)
- The skills and capabilities taught in the coursework (42% compared with 24%)
- The overall experience of completing PLT (40% compared with 23%).

While respondents aged 35 years and older were evenly split in terms of how long ago they completed PLT, they were more likely to have completed their pre-admission University law degree over 6 years or more ago compared with younger respondents. They were also significantly more likely to have worked in

a professional services role outside of the legal profession prior to commencing PLT (36% compared with 14%) and less likely to have previous experience in the legal profession (63% compared with 86%).

These differences may therefore indicate that PLT is useful for graduates who may not have existing work experience in the legal profession or who have had a break in their study.

Graduates who did their PLT workplace experience in inner regional areas were more satisfied with PLT than those in major cities

Respondents who completed their PLT workplace experience in inner regional areas were consistently more satisfied with PLT than those who did it in major cities or outer regional and remote areas. For example, two thirds (68%) of respondents who completed workplace experience in inner regional areas were net satisfied with the overall experience of PLT, compared with those in outer regional/remote areas (42%) and those in major cities (22%). There was similar satisfaction with the skills and capabilities taught in the coursework (65% vs 43% vs 24%) and the usefulness of PLT in training early career lawyers (73% vs 44% vs 21%).

Figure 47 Net satisfaction/agreement by regionality of PLT workplace experience

	Major Cities	Inner regional	Outer regional/ Remote/ Very Remote
Overall experience	Red	Green	Yellow
Value for money	Red	Green	Red
Coursework structure [^]	Red	Green	Grey
Coursework experience [^]	Red	Green	Red
Workplace experience	Grey	Grey	Grey

Usefulness of PLT in training early career lawyers	Red	Green	Yellow
PLT prepared respondents for start of legal career	Red	Green	Green

[^] Results for some statements within these areas show differences between inner and outer regional/remote areas, however these are not significantly different. The table shows the overall pattern of responses for the broad area.

- Significantly higher net satisfaction/agreement than areas in yellow or red
- Significantly higher net satisfaction/agreement than areas in red, and significantly lower than providers in green
- Significantly lower net satisfaction/agreement than areas in green and yellow
- No significant difference in satisfaction/agreement compared with graduates from other areas

All other statements related to PLT coursework and general usefulness only had a two category difference between respondents in inner regional areas and those in major cities or outer regional/remote areas. Relative to other regions, PLT workplace experience in inner regional areas was more likely to be at medium-sized employers (6-50 legal practitioners) (63% compared with 34% for major cities and 42% for outer regional/remote).

There were no significant differences by regionality in the workplace experience area.

Supervisor findings

There were no significant differences by regionality in supervisor satisfaction with the skills of the early career lawyers they had supervised at the start of their mandatory supervision period.

There were some differences in terms of whether PLT is useful for bridging the gap between academic studies and entering the legal profession. Supervisors in major cities were significantly less likely to net agree that PLT is useful for this purpose compared with supervisors from inner regional areas (38% compared with 55%). The higher agreement among those from inner regional areas aligns

with graduate findings and may suggest a greater need for structured pre-admission training in these areas.

Supervisors with between 11 and 20 years since their admission were more likely to dissatisfied with the skills of early career lawyers

Analysis of years since admission for supervisors showed some significant differences in the net dissatisfaction category. Respondents 11–15 years and 16–20 years since admission were significantly more likely to be dissatisfied with the skills of early career lawyers compared with those with 5 years or less since their admission (37% net dissatisfaction, 36% and 19% respectively). While these patterns existed in the inverse in the net satisfaction category, differences were not significant.

More recently admitted supervisors are less likely to agree that PLT is useful in bridging the gap between studies and the profession

More recently admitted supervisors are significantly more likely to net disagree that PLT is useful in bridging the gap between academic studies and entering the legal profession compared with those admitted for longer. Differences were significant between supervisors with 5 years or less (58%) or 6–10 years since admission (56%) and those with more than 20 years since admission (40%). These findings likely reflect the type of PLT supervisors completed, with more recently admitted respondents likely to have completed PLT in its current form. Those that have been admitted for longer may have completed other forms of pre-admission training or may also have different expectations regarding early career lawyers.

Supervisors in private practice were less satisfied with the skills of the early career lawyers they had supervised

Supervisors working in private practice were significantly less likely to report satisfaction with the skills of early career lawyers at the start of their mandatory supervision period (37%) compared with supervisors working in a corporate/in-house legal department (59%), community legal centre (59%) or government department or public authority (54%).

Similarly, these respondents from private practice were less likely to agree that PLT is useful in bridging the gap between academic studies and entering the

legal profession (35% compared with 58% for corporate/in-house and 53% for government). There was no significant difference between respondents from community legal and those from private practice.

Notably, there was no difference by sector in agreement there is a need for targeted, curriculum-based training for early career lawyers.

These findings may reflect the expectations among those working in private practice regarding the skills of early career lawyers entering the mandatory supervision period.

There were minimal significant differences for some graduate sub-groups of interest, including practice sector

Analysis revealed no significant difference in satisfaction by:

- Practice sector in which the graduate completed their mandatory supervision period
- Graduate gender.

PLT workplace experience sector

While there were negligible differences in most PLT areas, graduates that did PLT workplace experience in the community legal sector were significantly more likely to be satisfied with the workplace experience undertaken compared with those who did it in private practice (74% compared with 58%). These differences did not extend to individual components of workplace experience including supervision and the appropriateness of tasks.

Time since PLT completion

While inconsistent across areas and statements, there were some significant differences by time since PLT completion:

- Value for money – those that completed PLT 8–10 years ago were more likely to net satisfied compared with those that completed PLT less than 2 years ago (20% compared with 8%).
- Access to teaching staff during the course – those that completed PLT 8–10 years ago were less likely to be net satisfied compared with those that completed PLT less than 2 years ago (41% compared with 54%).

- Appropriateness of tasks in workplace experience – those that completed PLT 8-10 years ago were more likely to be net satisfied compared with those that completed PLT 4-5 years ago (78% compared with 64%).
- Usefulness of workplace experience in supporting development – those that completed PLT 8-10 years ago were more likely to be net satisfied compared with those that completed it 4-5 years ago (79% compared with 66%).

While this suggests that those who did PLT less recently were generally more satisfied, findings are inconsistent and do not show a pattern by recency. This is different from the findings of the New South Wales PLT Research which found that graduates who completed PLT 8-10 years ago reported a more positive experience of PLT.

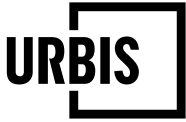
There were minimal differences in supervisor perceptions of PLT by age, gender and the time since they last supervised an early career lawyer

There were no significant differences in supervisor satisfaction with PLT and perceptions of usefulness when analysed by gender and the time since last supervising an early career lawyer.

There was an association between net agreement that PLT was useful for bridging the gap between academic studies and entering the legal profession and supervisor age. Supervisors that were 34 years or younger were significantly less likely to agree with this statement compared with supervisors that were 65 years or older (28% compared with 56%). Net agreement generally increased with age. This may reflect different supervisor experiences with PLT, with those that are younger more likely to have completed PLT in its current iteration.

Appendix **C**

Survey Instrument



PRACTICAL LEGAL TRAINING – NATIONAL SURVEY

<Urbis, LSC and LACC logos included>

<PAGE ONE: CHAIR'S FOREWORD>

Dear Practitioner

National survey on practical legal training (PLT)

On behalf of the Law Admissions Consultative Committee (**LACC**) and the Legal Services Council's Admissions Committee, I am writing to seek your feedback on PLT. Your views will inform a national review of PLT by the Admissions Committee and the LACC.

The Legal Services Council oversees the operation of the Legal Profession Uniform Law in New South Wales, Victoria and Western Australia. The Council's Admissions Committee develops the Legal Profession Uniform Admission Rules and provides advice to the Council about admissions matters.

The LACC is a national group that reports to the Council of Chief Justices of Australia and New Zealand. The LACC's main role is to forge consensus on admission and admission-related matters nationally, between the bodies represented by its members.

Working closely together, the Admissions Committee and the LACC seek to facilitate national consistency in admissions matters.

There has been growing interest in considering how effectively PLT equips new lawyers to enter legal practise. Earlier this year, the Admissions Committee and the LACC resolved to undertake a review of PLT, particularly incorporating issues of cost and quality, and to develop and consult on proposals for reform to PLT.

To assist this work, the Legal Services Council has engaged an independent research agency, Urbis, to undertake research into PLT. The perspective of the legal profession is critical in this review, and the valuable insight the profession can provide into the skills and values that early career lawyers require and when those can best be taught.

I am pleased to now invite you to provide your views by responding to the survey.

The survey is open to legal practitioners, other than those in New South Wales, who have

- completed their PLT in the last ten years (including those who have undertaken PLT as supervised legal training or legal traineeships in states where that is available), and/or
- supervised or been responsible for the work of early career lawyers (i.e. admitted lawyers who are practising within their initial two years of mandatory supervised legal practice).

Legal practitioners in New South Wales are not being asked to complete this survey, as the Legal Profession Admission Board in New South Wales ran a separate survey on PLT earlier this year.

The more responses that we receive from across Australia, the more useful the survey results will be in helping the Committees to ensure that PLT remains useful and relevant to the profession across Australia. The survey results will build upon work previously undertaken in New South Wales and in

Queensland and help the Committees to identify options for reform. The Committees are aware of the importance of any new requirements being consistent across Australia.

This survey will be open for responses until Friday 21 November.

Thank you for helping us with this important work.

The Hon Justice François Kunc
Chair of the Admissions Committee
Chair of the LACC

<PAGE TWO> INTRODUCTION

The survey will take approximately **10 to 15 minutes** to complete and is intended for:

- legal practitioners who have completed PLT in the last 10 years and/or
- legal practitioners who have supervised or are responsible for the work of early career lawyers (i.e. admitted lawyers who are practising within their initial two years of mandatory supervised legal practice)..

The survey also seeks feedback from those who have completed supervised legal training or legal traineeships in Victoria or Queensland prior to admission.

All information you submit for this survey is collected by Urbis on behalf of the Legal Services Council and is considered as **confidential**. All information you submit is collected and will be used and retained in accordance with the Urbis privacy policy (available [here](#)) and the Legal Services Council's Privacy Management Plan (available [here](#)).

Your participation is voluntary and you may stop the survey at any time by closing the browser window. You can also save your progress and finish the survey at a later time, prior to the survey closing on Friday 21 November. Partially completed responses may be used in reporting.

For more information about any aspect of this survey, you can contact Urbis at pltsurvey@urbis.com.au.

By clicking 'Next' to commence the survey you are confirming that you consent to participate in this research.

SCREENERS

*ALL

S1	Do you currently practise as a legal practitioner?	SR, required
	Yes, I practise as a solicitor or barrister	1
	Yes, I practise law as both a solicitor and a barrister	2
	No	3

IF S1=3, Screen out message: Thank you for your time. Unfortunately, you do not qualify for the survey at this time.

*ALL

S2	Have you completed Practical Legal Training (PLT), Supervised Legal Training (SLT) or a Legal Traineeship in Australia in the last 10 years?	SR, required
	Yes	1
	No (screen out of graduate survey)	2
	I'm not sure/Prefer not to say (screen out of graduate survey)	99

*ALL

S3	Have you supervised an early career lawyer during their mandatory supervision period in the last 10 years?	SR, required
	Yes	1
	No (screen out of supervisor survey)	2
	I'm not sure/Prefer not to say (screen out of supervisor survey)	99

IF S2=1, SHOW: PLT GRADUATE SURVEY

IF S3=1 OR S3=1 AND S2=1, SHOW PLT SUPERVISOR SURVEY

IF S2=2, 99 AND S3=2, 99, Screen out message: Thank you for your time. Unfortunately, you do not qualify for the survey at this time.

Note: Respondents can be eligible for both the PLT Graduate and the PLT Supervisor surveys.

- If a respondent is eligible for both surveys, the PLT Supervisor survey should be shown first, followed by PLT Graduate survey

PLT SUPERVISOR SURVEY

IF S3=1, SHOW PLT SUPERVISOR SURVEY

OR IF S2=1 AND S3=1, SHOW PLT SUPERVISOR SURVEY

This set of questions is about your experience supervising or being responsible for the work of early career lawyers. Early career lawyer means an admitted lawyer who is practising within their initial two years of mandatory supervised legal practice. This period is referred to as the “mandatory supervision period”.

If you have supervised early career lawyers over time, please provide responses relating to those you have supervised in the last 10 years. If you have supervised multiple early career lawyers during this period, please consider the average experience in your responses.

Background information

This set of questions is about your current workplace.

***ALL SUPERVISOR**

Q1.	In which sector of the legal profession do you principally practise law?	SR, required
	Private practice	1
	Corporate/in-house legal department	2
	Government department or public authority (For example, Commonwealth or State/Territory Department of Public Prosecutions, Australian Government Solicitor or State/Territory Solicitor’s Office, Legal Aid or Tribunal member)	3
	Community Legal Centre	4
	Barrister	5
	Barrister and solicitor	6
	I do not currently work in the legal profession	7
	Other (please specify)	8

IF Q1=7, Screen out message: Thank you for your time. Unfortunately, you do not qualify for the survey at this time.

***ALL SUPERVISOR**

Q2.	How many legal practitioners work at your current law practice, company or department?	SR, required
	1-2	1
	3-5	2
	6-20	3
	21-50	4
	51-100	5
	100+	6

	I'm not sure/Not applicable	99
Q3.	What is the postcode where your main employment/practice is located?	SR, required
	Number validation	1

***ALL SUPERVISOR**

Q4.	Please select your <u>main areas</u> of practice from the options below.	MR, required
	Programmer note: Program into two columns, vertical alphabetical order	
	Administrative law	1
	Advocacy	2
	Alternative dispute resolution	3
	Banking/Finance	4
	Civil litigation	5
	Commercial law	6
	Competition law	7
	Conveyancing/Real property	8
	Corporate law	9
	Criminal law	10
	Debts/Insolvency	11
	Elder law	12
	Employment/Industrial law	13
	Environmental law	14
	Family law	15
	Immigration law	16
	Information technology/Telecommunications	17
	Insurance law	18
	Intellectual property	19
	Litigation – general	20
	Personal injury	21
	Planning/Local Government	22
	Small business	23
	Taxation	24
	Wills and estates	25
	Other (please specify)	26

	Not applicable to my situation (<i>exclusive option</i>)	99
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***ALL SUPERVISOR**

Q5.	In what year were you first admitted to practice in Australia?	Drop-down list, required
	2025 – 1945 PROGRAMMER NOTE: Program as a Data Reference>Lookup Table, drop down list with option to type in.	1-80

***ALL SUPERVISOR**

Q6.	In which state or territory did you mostly supervise early career lawyers during their mandatory supervision period?	SR, required
	Australian Capital Territory	1
	New South Wales	2
	Northern Territory	3
	Queensland	4
	South Australia	5
	Tasmania	6
	Victoria	7
	Western Australia	8
	Other (please specify)	9

***ALL SUPERVISOR**

Q7.	Approximately, how many early career lawyers has your law practice or organisation employed over the past five years?	SR, required
	1 to 2	1
	3 to 5	2
	6 to 10	3
	11 to 50	4
	51 to 200	5
	More than 200	6
	I'm not sure/Not applicable	99

***ALL SUPERVISOR**

Q8.	When was the last time you supervised an early career lawyer?	SR, required
	Two years ago or less	1

	More than 2 years ago and up to 5 years ago	2
	More than 5 years ago and up to 8 years ago	3
	More than 8 and ago up to 10 years ago	4

***ALL SUPERVISOR**

Q9.	Does your organisation fund or reimburse the cost of PLT?	SR, required
	Yes, PLT is fully funded/reimbursed by my organisation	1
	Yes, PLT is partially funded/reimbursed by my organisation	2
	No, graduates must pay for PLT themselves	3
	I'm not sure/Not applicable	99

***IF Q6=4 OR Q6=7, QLD OR VIC.**

Q10	Have you supervised early career lawyers who have undertaken any of the following types of training? Please select all that apply	MR, required
	PLT (show for all)	1
	Supervised Legal Training (SLT) (show if Q6=7, Vic)	2
	Legal Traineeship (show if Q6=4, QLD)	3
	I'm not sure (exclusive option) (show for all)	99

Part A: Overall satisfaction

***ALL SUPERVISOR**

Q11.	Overall, how satisfied are you with the skills of the early career lawyers you have supervised at the start of their mandatory supervision period?	SR, required
	Very dissatisfied	1
	Dissatisfied	2
	Neither satisfied nor dissatisfied	3
	Satisfied	4
	Very satisfied	5

***ALL SUPERVISOR**

Q12.	To what extent do you agree or disagree that PLT, including SLT or Legal Traineeships, is useful for bridging the gap between academic studies and entering the legal profession?	SR, required
	Strongly disagree	1
	Disagree	2
	Neither agree or disagree	3
	Agree	4
	Strongly agree	5
	I'm not sure	99

***ALL SUPERVISOR**

Q13	To what extent do you agree or disagree there is a need for targeted, curriculum-based training for early career lawyers?	SR, required
	Strongly disagree	1
	Disagree	2
	Neither agree or disagree	3
	Agree	4
	Strongly agree	5
	I'm not sure	99

Part B: Skills and values

The following questions invite your views about a range of competencies relating to legal skills, communication and working with clients, work management and ethics. These competencies have been drawn from the current PLT Competency Standards and others that have been recommended.

We invite your views as to which stage of the learning journey these competencies should be taught and how well they are being demonstrated by early career lawyers. Your answers will provide useful feedback to inform whether teaching these competencies are important and if so at which stage they are best taught to improve the development of entry level lawyers.

***ALL SUPERVISOR**

	Q14.	At what stage of legal training do you believe it is most appropriate for law graduates to develop the following {statements 1 thru 6 = "legal"; statements 7 thru 12 = "communication and working with clients"; statements 13 thru 17 = "work management"; statements 18 AND 19 = "ethical"} skills and values?					SR, required, randomise rows
		PROGRAMMER NOTE: Program as four separate matrices Matrix 1 (Legal skills) = statements 1 thru 6 Matrix 2 (Communicating and working with clients) = statements 7 thru 12 Matrix 3 (Work management) = statements 13 thru 17 Matrix 4 (Ethics) = statements 18 thru 19					
		During university legal studies	As part of PLT, SLT or Legal Traineeships	During post-admission mandatory supervision period	This skill should be taught throughout all stages of legal training	This is not required within our practice	I'm not sure
1	Case/client relevant legal research	1	2	3	4	5	99
2	Legal analysis and legal advice preparation (including identifying appropriate dispute resolution options and alternatives to court to suit client needs and circumstances)	1	2	3	4	5	99

3	Preparation of court documents and briefs in line with relevant procedural rules and protocols	1	2	3	4	5	99
4	Preparation of non-litigious documents	1	2	3	4	5	99
5	Negotiation – formal & informal	1	2	3	4	5	99
6	Court and tribunal advocacy, appearances and etiquette	1	2	3	4	5	99
7	Communicating clearly and effectively, including using the most appropriate method of communication for the audience(s) and the situation	1	2	3	4	5	99
8	Writing and speaking clearly in plain English	1	2	3	4	5	99
9	Engaging with clients and taking clear, thorough and relevant instructions	1	2	3	4	5	99
10	Advising clients on relevant options, strategies and solutions to reach decisions	1	2	3	4	5	99
11	Working with vulnerable people including in a trauma-informed way	1	2	3	4	5	99
12	Working with a diverse range of clients, including identifying when a client needs an interpreter and working through an interpreter	1	2	3	4	5	99
13	Working independently under supervision, and identifying when to seek assistance	1	2	3	4	5	99
14	Time management and meeting deadlines	1	2	3	4	5	99
15	Client file management and identifying, understanding and managing risks in a matter	1	2	3	4	5	99
16	Good business practice and risk management	1	2	3	4	5	99
17	Understanding trust accounting	1	2	3	4	5	99

	obligations and practices						
18	Demonstrating professional courtesy in all dealings with others	1	2	3	4	5	99
19	Understanding professional ethical obligations and applying them in critical situations	1	2	3	4	5	99

***ALL SUPERVISOR**

	Q15.	<p>In your experience, to what extent have the early career lawyers that you have supervised demonstrated the following {statements 1 thru 6 = “legal”; statements 7 thru 12 = “communication and working with clients”; statements 13 thru 17 = “work management”; statements 18 AND 19 = “ethical”} skill and values to a reasonably acceptable standard at the start of their mandatory supervision period?</p> <p>PROGRAMMER NOTE: Program as four separate matrices Matrix 1 (Legal skills) = statements 1 thru 6 Matrix 2 (Communicating and working with clients) = statements 7 thru 12 Matrix 3 (Work management) = statements 13 thru 17 Matrix 4 (Ethics) = statements 18 thru 19</p>					SR, required, randomise rows
		Never	Rarely	Sometimes	Often	Always	I’m not sure
1	Case/client relevant legal research	1	2	3	4	5	99
2	Legal analysis and legal advice preparation (including identifying appropriate dispute resolution options and alternatives to court to suit client needs and circumstances)	1	2	3	4	5	99
3	Preparation of court documents and briefs in line with relevant procedural rules and protocols	1	2	3	4	5	99
4	Preparation of non-litigious documents	1	2	3	4	5	99
5	Negotiation – formal & informal	1	2	3	4	5	99
6	Court and tribunal advocacy, appearances and etiquette	1	2	3	4	5	99
7	Communicating clearly and effectively, including using the most appropriate method of communication for the audience(s) and the situation	1	2	3	4	5	99
8	Writing and speaking clearly in plain English	1	2	3	4	5	99
9	Engaging with clients and taking clear,	1	2	3	4	5	99

	thorough and relevant instructions						
10	Advising clients on relevant options, strategies and solutions to reach decisions	1	2	3	4	5	99
11	Working with vulnerable people including in a trauma-informed way	1	2	3	4	5	99
12	Working with a diverse range of clients, including identifying when a client needs an interpreter and working through an interpreter	1	2	3	4	5	99
13	Working independently under supervision, and identifying when to seek assistance	1	2	3	4	5	99
14	Time management and meeting deadlines	1	2	3	4	5	99
15	Client file management and identifying, understanding and managing risks in a matter	1	2	3	4	5	99
16	Good business practice and risk management	1	2	3	4	5	99
17	Understanding trust accounting obligations and practices	1	2	3	4	5	99
18	Demonstrating professional courtesies in all dealings with others	1	2	3	4	5	99
19	Understanding professional ethical obligations and applying them in critical situations	1	2	3	4	5	99

***ALL SUPERVISOR**

Q16.	Are there any other important skills and values missing from the previous list that you think are important for early career lawyers to learn during PLT, SLT or Legal Traineeships? If so, please describe them.	Open text, optional
	Text response	1

① View the list of skills and values [<link to display text with list from Q15>](#)

Part C: Workplace experience

Graduates are required to complete PLT workplace experience.

There can be a range of ways in which graduates can meet the PLT workplace experience requirement. For example, by completing:

- a clinical placement as part of a law course
- law clerkships, cadetships, paralegal work or working as a law clerk
- working with a community legal service or legal clinic
- working with a barrister or judge.

The next set of questions ask you about your experience supervising a law graduate undertaking the workplace experience component of PLT.

***ALL SUPERVISOR**

Q17.	Have you provided supervision to a law graduate undertaking their workplace experience component of their PLT?	SR, required
	Yes	1
	No	2
	I'm not sure	99

***IF Q17=1, Yes provided supervision for workplace experience**

Q18.	What types of tasks do law graduates undertaking their workplace experience component of PLT commonly undertake within your organisation? <i>Please select all that apply</i>	MR, required
	Observe and/or take client instructions or interview a client	1
	Engage with a client over the phone	2
	Write a client email, letter or internal memo of advice	3
	Draft an affidavit, pleadings or other court documents	4
	Draft a key contractual clause or contract	5
	Legal research and/or statutory interpretation and use of legal resources and legal referencing	6
	Make and save a file note or record of telephone conversation	7
	Other, please specify	8

***IF Q17=1, Yes provided supervision for workplace experience**

Q19.	To what extent do you agree or disagree the pre-admission compulsory workplace experience component of PLT is useful in supporting law graduates to develop practical legal skills?	MR, required
	Strongly disagree	1
	Disagree	2
	Neither agree or disagree	3
	Agree	4
	Strongly agree	5

***IF Q19=1 or 2, Strongly disagree or disagree**

Q20.	Why do you believe PLT workplace experience is not useful in supporting law graduates to develop practical legal skills?	Open text, optional
	Text response	1

***ALL SUPERVISOR**

Q21.	Do you have any other comments on the skills and values of early career lawyers at the start of their mandatory supervision period?	Open text, optional
	Text response	1

Go to Q56

PLT GRADUATE SURVEY

Programmer note: IF S2=1, SHOW: PLT GRADUATE SURVEY

This set of questions is about your experience completing your PLT.

Background information on PLT completion

*ALL GRADUATE

Q22.	What year did you complete your pre-admission University law degree? <i>For example: Bachelor of Laws (LLB), Juris Doctor (JD).</i>	SR, required, drop-down
	2025-2000 PROGRAMMER NOTE: Program as a Data Reference>Lookup Table, drop down list with option to type in.	1

*ALL GRADUATE

Q23.	In which state or territory did you complete your PLT, Supervised Legal Training (SLT) or Legal Traineeship?	SR, required
	Australian Capital Territory	1
	New South Wales	2
	Northern Territory	3
	Queensland	4
	South Australia	5
	Tasmania	6
	Victoria	7
	Western Australia	8
	Other (exclude from survey, insert screening message)	99

*ALL GRADUATE

Q24.	How did you choose to complete your practical legal training?	SR, required
	Fully integrated with my law course (show for all)	1
	As a separate qualification to my law course, with the same university (show for all)	2
	With a different provider after my law course or in the final year of my law course (show for all)	3
	Through Supervised Legal Training (show if Q23=7, Vic)	4
	Through Legal Traineeship (show if Q23=4, Qld)	5
	Other, (please specify) (show for all)	99

*If Q24 = 1 skip to Q26

Q25.	What year did you complete your PLT, SLT or Legal Traineeship? <i>This includes if you did your PLT as part of a Graduate Diploma in Legal Practice (GDLP).</i>	SR, required, drop down
	2015-2025 PROGRAMMER NOTE: Program as a Data Reference>Lookup Table, drop down list with option to type in.	1
	I'm not sure	99

*ALL GRADUATE

Q26.	Through which organisation did you complete your PLT? Note: IF Q24=4 OR 5, COMPLETED SLT OR Legal Traineeship show: Which organisation did your employer engage to provide training as part of your {SLT OR Legal Traineeship}? Programmer note: Dropdown question with type in format.	SR, required
	ACAP University College	1
	Australian National University	2
	Bond University	3
	Centre for Legal Studies	4
	Curtin University	5
	Flinders University	6
	Leo Cussen	7
	Piddington Society Inc.	8
	Queensland University of Technology	9
	Swinburne University	10
	The College of Law	11
	University of Adelaide	12
	University of New South Wales	13
	University of Newcastle	14
	University of South Australia	15
	University of Technology Sydney	16
	University of Western Sydney	17
	Other (please specify)	98
	I'm not sure	99

The following questions ask you about the workplace where you completed your PLT workplace experience and the workplace where you completed your mandatory supervision period.

If you completed either your PLT workplace experience or mandatory supervision period at multiple workplaces, please provide responses for the workplace at which you completed most of your hours.

*Q24=1, 2, 3 OR 99, PLT ONLY

Q27.	In what sector of the legal profession did you complete your PLT workplace experience?	SR, required
	Private practice	1
	Corporate/in-house legal department	2
	Government department or public authority (For example, Commonwealth or State/Territory Department of Public Prosecutions, Australian Government Solicitor or State/Territory Solicitor's Office, Legal Aid or Tribunal member)	3
	Community Legal Centre	4
	Other, (please specify)	99

*Q24=1, 2, 3 OR 99, PLT ONLY

Q28.	In what sector of the legal profession did you complete your mandatory supervision period?	SR, required
	Private practice	1
	Corporate/in-house legal department	2
	Government department or public authority (For example, Commonwealth or State/Territory Department of Public Prosecutions, Australian Government Solicitor or State/Territory Solicitor's Office, Legal Aid or Tribunal member)	3
	Community Legal Centre	4
	Other, (please specify)	99

*Q24=1, 2, 3 OR 99, PLT ONLY

Q29.	How many legal practitioners worked...						SR, required
	1-2	3-5	6-20	21-50	51-100	100+	I'm not sure
At your PLT workplace experience law practice, company or department?	1	2	3	4	5	6	99
At the law practice, company or department where you completed your mandatory supervision period?	1	2	3	4	5	6	99

*Q24=1, 2, 3 OR 99, PLT ONLY

The following section will ask you questions about both your PLT coursework and workplace experience. Coursework may look different across different PLT providers and may include teaching through workshops, class participation and other activities, whether online or in-person.

*Q24=1, 2, 3 OR 99, PLT ONLY

Q30.	My PLT coursework was conducted:	SR, required
	Full-time	1
	Part-time	2
	Other (please specify)	3

*Q24= 2, 3 OR 99, PLT ONLY

Q31.	Approximately how long did it take to complete your PLT coursework?	SR, required
	Three months or less	1
	More than 3 months and up to 6 months	2
	More than 6 months and up to 9 months	3
	More than 9 months and up to 12 months	4
	12 months or more	5
	I don't know	99

[For programming: This question will not be asked where participants have answered Q24=1 they completed a fully integrated law course and PLT]

*Q24=1, 2, 3 OR 99, PLT ONLY

Q32.	The PLT coursework was delivered...	SR, required
	Face-to-face (in person) only	1
	Both face-to-face and online (hybrid)	2
	Online only	3

*IF Q32=2, Hybrid delivery

Q33.	Approximately what proportion of your PLT coursework was delivered face-to-face (in person)?	SR, required
	1-25%	1
	26-50%	2
	51-75%	3
	76-99%	4
	I'm not sure	99

*If

Q24=1, 2 or 3, {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {Legal Traineeship}

Q34.	Prior to commencing your {PLT} had you... <i>Please select all that apply</i>	MR, required
	Worked in legal administration	1
	Undertaken (paid or unpaid) work in a legal setting as a paralegal or similar	2
	Undertaken an associateship or work as a tipstaff at a law court or tribunal	3
	Been employed in a professional services role outside of the legal profession (e.g., accountancy, consulting, nursing, aviation)	4
	None of the above (exclusive option)	99

*Q24=1, 2, 3 OR 99, PLT ONLY

Q35.	Did you complete your PLT coursework while working in the legal profession? <i>This excludes workplace experience completed as part of PLT requirements.</i>	SR, required
	Yes, I completed my PLT coursework while working as a paralegal at a law practice	1
	Yes, I completed my PLT coursework while working as a graduate at a law practice or an in-house legal team	2
	No	3
	I completed my PLT coursework while in another role in the legal profession (please describe)	4

*Q24=1, 2, 3 OR 99, PLT ONLY

Q36.	The cost of my PLT was paid for: <i>Please select all that apply</i>	MR, required
	By me	1
	By my family or friends	2
	By an advance under the HELP-HECS/FEE-HELP scheme	3
	By my employer	4
	Other (please specify)	5

Part A: Overall satisfaction

*If

Q24=1, 2, 3 or 99, {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {your Legal Traineeship}

Q37	Overall, how satisfied are you with your experience completing your {PLT }?	SR, required
	Very dissatisfied	1
	Dissatisfied	2

	Neither satisfied nor dissatisfied	3
	Satisfied	4
	Very satisfied	5

*If

Q24=1, 2, 3, or 99 {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {your Legal Traineeship}

Q38.	How satisfied are you with the following parts of your {PLT}:					SR, required
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	
The value for money	1	2	3	4	5	99
The skills and capabilities taught in the coursework	1	2	3	4	5	99
The standard of teaching in the coursework	1	2	3	4	5	99
Access to teaching staff across the duration of the course	1	2	3	4	5	99
The coursework delivery method (e.g. face to face, hybrid or online) allowed for my active learning and participation	1	2	3	4	5	99
Coursework structure and content	1	2	3	4	5	99
The workplace experience undertaken as part of PLT requirements (SHOW IF Q24=1, 2, 3, OR 99, PLT ONLY)	1	2	3	4	5	99
The number of teaching hours	1	2	3	4	5	99
The areas covered under compulsory subjects	1	2	3	4	5	99

*If

Q24=1, 2, 3 or 99, {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {a Legal Traineeship}

Q39	To what extent do you agree or disagree that {PLT} is useful in supporting the legal profession to appropriately train early career lawyers?	SR, required
	Strongly disagree	1
	Disagree	2

	Neither disagree or agree	3
	Agree	4
	Strongly agree	5
	I'm not sure	99

*If

Q24=1, 2, 3 or 99 {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {your Legal Traineeship}

Q40.	To what extent do you agree or disagree that {PLT} prepared you for the start of your mandatory supervision period?	SR, required
	Strongly disagree	1
	Disagree	2
	Neither disagree nor agree	3
	Agree	4
	Strongly agree	5
	I'm not sure	99

Part B: Legal skills and values

The following questions invite your views about a range of competencies relating to legal, communication and working with clients, work management and ethics. These competencies have been drawn from the current PLT Competency Standards and others that have been recommended.

Your answers will provide useful feedback to inform whether teaching these competencies are important and if so, at which stage they should be taught to improve the development of entry level lawyers

***ALL GRADUATE**

Q41.	<p>How important were the following {statements 1 thru 6 = "legal"; statements 7 thru 12 = "communication and working with clients"; statements 13 thru 17 = "work management"; statements 18 AND 19 = "ethical"} skills and values in preparing you to start practising as an entry level lawyer?</p> <p>PROGRAMMER NOTE: Program as four separate matrices Matrix 1 (Legal skills) = statements 1 thru 6 Matrix 2 (Communicating and working with clients) = statements 7 thru 12 Matrix 3 (Work management) = statements 13 thru 17 Matrix 4 (Ethics) = statements 18 thru 19</p>					SR, required, randomise rows
	Not important	Slightly important	Moderately important	Important	Very important	I'm not sure

1	Case/client relevant legal research	1	2	3	4	5	99
2	Legal analysis and legal advice preparation (including identifying appropriate dispute resolution options and alternatives to court to suit client needs and circumstances)	1	2	3	4	5	99
3	Preparation of court documents and briefs in line with relevant procedural rules and protocols	1	2	3	4	5	99
4	Preparation of non-litigious documents	1	2	3	4	5	99
5	Negotiation – formal & informal	1	2	3	4	5	99
6	Court and tribunal advocacy, appearances and etiquette	1	2	3	4	5	99
7	Communicating clearly and effectively, including using the most appropriate method of communication for the audience(s) and the situation	1	2	3	4	5	99
8	Writing and speaking clearly in plain English	1	2	3	4	5	99
9	Engaging with clients and taking clear, thorough and relevant instructions	1	2	3	4	5	99
10	Advising clients on relevant options, strategies and solutions to reach decisions	1	2	3	4	5	99
11	Working with vulnerable people including in a trauma-informed way	1	2	3	4	5	99
12	Working with a diverse range of clients, including identifying when a client needs an interpreter and	1	2	3	4	5	99

	working through an interpreter						
13	Working independently under supervision, and identifying when to seek assistance	1	2	3	4	5	99
14	Time management and meeting deadlines	1	2	3	4	5	99
15	Client file management and identifying, understanding and managing risks in a matter	1	2	3	4	5	99
16	Good business practice and risk management	1	2	3	4	5	99
17	Understanding trust accounting obligations and practices	1	2	3	4	5	99
18	Demonstrating professional courtesy in all dealings with others	1	2	3	4	5	99
19	Understanding professional ethical obligations and applying them in critical situations	1	2	3	4	5	99

***ALL GRADUATE**

Q42	Are there any other skills you think should be important to be taught as part of PLT, SLT or a Legal Traineeship? If so, please describe them.	Open text, optional
	Text response	1

Part C: Experience of PLT

*If

Q24=1, 2 3 or 99 {PLT}

Q24=4, replace {PLT} with {SLT}

Q24=5 replace {PLT} with {your Legal Traineeship}

Q43.	* Reflecting on your experience of {PLT }, should the time allocated to each of the following be...					SR, required
	Considerably less	Slightly less	The same amount	Slightly more	Considerably more	I'm not sure
The overall time it took to complete	1	2	3	4	5	99

The length of coursework	1	2	3	4	5	99
The length of workplace experience (SHOW IF Q24=1, 2, 3, OR 99, PLT ONLY)	1	2	3	4	5	99
The amount of face-to-face (in-person) teaching to best support active learning and participation	1	2	3	4	5	99

* GRADUATE SURVEY ONLY (S2=1). If S3=1 AND S2=1 (completed both supervisor and graduate survey), hide this question.

Q44.	44	At what stage of legal training do you believe it is most appropriate for law graduates to develop the following {statements 1 thru 6 = “legal”; statements 7 thru 12 = “communication and working with clients”; statements 13 thru 17 = “work management”; statements 18 AND 19 = “ethical”} skills and values?					SR, required, randomise rows
		<p>PROGRAMMER NOTE: Program as four separate matrices Matrix 1 (Legal skills) = statements 1 thru 6 Matrix 2 (Communicating and working with clients) = statements 7 thru 12 Matrix 3 (Work management) = statements 13 thru 17 Matrix 4 (Ethics) = statements 18 thru 19</p>					
		During university legal studies	As part of PLT, SLT or Legal Traineeship	During post-admission supervised legal practice	This skill should be taught throughout all stages of legal training	This is not required within our practice	I’m not sure
1	Case/client relevant legal research	1	2	3	4	5	99
2	Legal analysis and legal advice preparation (including identifying appropriate dispute resolution options and alternatives to court to suit client needs and circumstances)	1	2	3	4	5	99
3	Preparation of court documents and briefs in line with relevant procedural rules and protocols	1	2	3	4	5	99

4	Preparation of non-litigious documents	1	2	3	4	5	99
5	Negotiation – formal & informal	1	2	3	4	5	99
6	Court and tribunal advocacy, appearances and etiquette	1	2	3	4	5	99
7	Communicating clearly and effectively, including using the most appropriate method of communication for the audience(s) and the situation	1	2	3	4	5	99
8	Writing and speaking clearly in plain English	1	2	3	4	5	99
9	Engaging with clients and taking clear, thorough and relevant instructions	1	2	3	4	5	99
10	Advising clients on relevant options, strategies and solutions to reach decisions	1	2	3	4	5	99
11	Working with vulnerable people including in a trauma-informed way	1	2	3	4	5	99
12	Working with a diverse range of clients, including identifying when a client needs an interpreter and working through an interpreter	1	2	3	4	5	99
13	Working independently under supervision, and identifying when to seek assistance	1	2	3	4	5	99
14	Time management and meeting deadlines	1	2	3	4	5	99
15	Client file management and identifying, understanding and managing risks in a matter	1	2	3	4	5	99
16	Good business practice and risk management	1	2	3	4	5	99
17	Understanding trust accounting	1	2	3	4	5	99

	obligations and practices						
18	Demonstrating professional courtesy in all dealings with others	1	2	3	4	5	99
19	Understanding professional ethical obligations and applying them in critical situations	1	2	3	4	5	99

Part D: PLT Workplace experience

***SHOW ALL QUESTIONS IN PART D IF Q24=1, 2, 3 OR 99, PLT ONLY.**

***IF Q24=4 OR 5, SLT OR LEGAL TRAINEESHIP, SKIP TO Q56**

Graduates are required to complete PLT workplace experience.

There can be a range of ways in which graduates can meet the PLT workplace experience requirement. For example, by completing:

- a clinical placement as part of a law course
- law clerkships, cadetships, paralegal work or working as a law clerk
- working with a community legal service or legal clinic
- working with a barrister or judge.

The next set of questions ask you about your workplace experience as part of PLT.

Q45.	Please select your main areas of practice during your PLT workplace experience from the options below. Please select all that apply	MR, required
	Administrative law	1
	Advocacy	2
	Alternative dispute resolution	3
	Banking/Finance	4
	Civil litigation	5
	Commercial law	6
	Competition law	7
	Conveyancing/Real property	8
	Corporate law	9
	Criminal law	10
	Debts/Insolvency	11
	Elder law	12
	Employment/Industrial law	13
	Environmental law	14
	Family law	15

	Immigration law	16
	Information technology/Telecommunications	17
	Intellectual property	18
	Insurance law	19
	Litigation – general	20
	Personal injury	21
	Planning/Local Government	22
	Small business	23
	Taxation	24
	Wills and estates	25
	Other (please specify)	26
	Not applicable to my situation (<i>exclusive option</i>)	99

Q46.	What is the postcode of your employer where you completed your PLT workplace experience? <i>If you're not sure, please skip this question</i>	Drop-down, not required
	0200-9999 PROGRAMMER NOTE: Program as a Data Reference>Lookup Table off all Australian postcodes, drop down list with option to type in.	1

Q47.	Approximately how many days of workplace experience did you complete as part of your PLT?	SR, required
	0-15 days (full-time equivalent)	1
	16-30 days (full-time equivalent)	2
	31-50 days (full-time equivalent)	3
	51-75 days (full-time equivalent)	4
	76-150 days (full-time equivalent)	5
	Over 150 days (full-time equivalent)	6
	I'm not sure	99

Q48.	How long did it take you to complete your PLT workplace experience?	SR, required
	2 months or less	1
	More than 2 and up to 3 months	2
	More than 3 and up to 6 months	3
	More than 6 and up to 9 months	4
	More than 9 and up to 12 months	5
	More than 12 and up to 18 months	6

	More than 18 months	7
	I'm not sure	99

Q49.	How did you source your PLT workplace experience? <i>Please select all that apply</i>	MR, required
	Assistance was provided by my PLT provider	1
	Through prior paid or unpaid work in a legal setting	2
	Through an existing contact within the profession (incl. through family members or friends)	3
	Through information provided by an industry body (such as the state law societies or boards)	4
	I found it myself (e.g., research, cold calling)	5
	Other, please specify	6

Q50.	Did you have a relationship with the workplace where you completed your PLT workplace experience prior to or after completing your PLT?	MR, required
	Yes, I had worked there prior to PLT workplace experience	1
	Yes, I continued working there after completing PLT workplace experience	2
	No, I only worked there as part of PLT workplace experience (<i>exclusive option</i>)	3

Q51.	Were you paid for your workplace experience?	SR, required
	Yes, I received full pay	1
	Yes, I was paid at a reduced rate	2
	No, the workplace experience was unpaid	3
	Other, please specify	4

Q52.	How satisfied are you with the following aspects of PLT workplace experience?					SR, required, randomise rows
	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	I'm not sure
The supervision provided as part of PLT workplace experience	1	2	3	4	5	99
The appropriateness of tasks undertaken during workplace experience	1	2	3	4	5	99

The usefulness of workplace experience in supporting my development as an early career lawyer	1	2	3	4	5	99
<Only if Q34=1-3 > The usefulness of your PLT workplace experience compared to your previous legal experience	1	2	3	4	5	99

*IF Q51 = 2 OR 3, paid at reduced rate or unpaid

Q53. What impact, if any, did undertaking PLT workplace experience have on your financial situation?	SR, required
No impact	1
Little impact	2
Moderate impact	3
Major impact	4
Severe impact	5
I'm not sure	99

Q54. Thinking about your PLT workplace experience, do you think the required number of days of workplace experience should be...	SR, required
Considerably less	1
Slightly less	2
The same amount	3
Slightly more	4
Considerably more	5
I'm not sure	99

Q55. What types of tasks did you undertake as part of the workplace experience component of your PLT? Please select all those that apply	MR, required
Observe and/or take client instructions or interview a client	1
Engage with a client over the phone	2
Write a client email, letter or internal memo of advice	3
Draft an affidavit, pleadings or other court documents	4

	Draft a key contractual clause or contract	5
	Legal research and/pr statutory interpretation and use of legal resources and legal referencing	6
	Make and save a file note or record of telephone conversation	7
	Other, please specify	8

DEMOGRAPHICS

Programmer note: This section is for all survey respondents, regardless of whether they are completing the PLT graduate survey or the PLT supervisor survey.

The next set of questions will provide insight into representation across the legal profession. All answers are anonymous and not attributed to individuals in any way.

Q56.	How old are you?	SR, required
	24 years or younger	1
	25-29 years	2
	30-34 years	3
	35-39 years	4
	40-44 years	5
	45-49 years	6
	50-54 years	7
	55-59 years	8
	60-64 years	9
	65-69 years	10
	70-74 years	11
	75 years or older	12
	Prefer not to say	99

Q57.	Are you...	SR, required
	Male	1
	Female	2
	Non-binary	3
	If you wish to specify otherwise	4
	Prefer not to say	99

SHOW IF S2=1 and S3=1, SUPERVISOR AND GRADUATE

Q58.	Thank you for completing the survey for supervisors of early career lawyers. You also indicated that you completed your PLT in the last 10 years. Would you like to complete some additional questions about this experience? This will take around 10 minutes to complete.	SR, required
	Yes	1

	No	2
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IF Q58 = 1 go to Q22; If Q58 = 2 go to Q60

CLOSE

Q59	Please provide any other feedback on the matters addressed in this survey	Open text, optional
	Text response	1

Q60.	The Legal Services Council may conduct future research as part of the review of PLT. Are you interested in taking part in future research?	SR, required
	Yes	1
	No	2

IF Q60=1 go to Q61; If Q60=2, go to the end of the survey

Q61.	Future research may focus on the experiences of different groups of survey respondents (i.e., by practice size, sector, financial impact of PLT). To do this, some of your responses may be linked to your contact details. If you consent to this, please enter your contact details. You may skip this question if you do not consent.	SR, optional
	First name (text)	1
	Email address (email validation)	2

That's the end of the survey. Thank you for taking part. If you have any questions about the survey or the research, please contact Urbis at:

pltsurvey@urbis.com.au



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