

Consultation on Implementing the Western Canada Competency Profile in the Bar Admission Process

June 11, 2026

The Western Canada Competency Profile Working Group consists of the following members:

Law Society of Alberta

Law Society of British Columbia

Law Society of Manitoba

Law Society of Saskatchewan

Nova Scotia Barristers' Society

Canadian Centre for Professional Legal Education

(the Working Group)

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Purpose

The Working Group seeks input from the legal profession and other interested parties on the implementation of the [Western Canada Competency Profile](#) (WCCP) in the bar admission process in British Columbia, Alberta, Saskatchewan, Manitoba and Nova Scotia, all of which use the Practice Readiness Education Program (PREP) for bar admission training. There are three key components being considered:

- 1) the order in which students complete the bar admission training program and articling;
- 2) the role of principals in teaching and assessing the WCCP competencies; and
- 3) the resources required to support principals, supervising lawyers and students during articling.

This paper sets out a new proposed approach for the bar admission process across the PREP jurisdictions, along with the key considerations that informed it.

No decisions have been made about whether to proceed with the proposed new approach for implementing the WCCP. Suggestions and feedback received through this consultation will inform the Working Group's recommendations to the Boards of their respective law societies on how best to implement the WCCP.

Background

In 2024, the Law Societies of Alberta, British Columbia, Manitoba and Saskatchewan (the western law societies) collaborated to develop the WCCP, a framework of competencies students would need to demonstrate for entry to legal practice. At the time, Alberta, Manitoba and Saskatchewan had a common bar admission program in the form of the Practice Readiness Education Program (PREP) and wanted to play a larger role in both setting the standards for entry-level competence for lawyers being admitted to their respective bars, as well as creating greater cohesion between PREP and the articling requirement. The Law Society of British Columbia had also recently identified a need to develop a competence-based system for lawyer licensing. The WCCP provided an opportunity to bring greater consistency to bar admission standards in Western Canada.

Although the Canadian Centre for Professional Legal Education (CPLED) had developed the PREP Competency Framework and introduced it into the bar admission training program in 2020, the law societies of the western provinces (including British Columbia, which was not then a CPLED/PREP participating jurisdiction) shared a common desire for greater consistency, transparency, and grounding in educational best practices across the entire bar admission process, including the articling component. This resulted in the development and validation of the WCCP.

The competencies outlined in the WCCP define the knowledge, skills and abilities that an individual should have at the time they are called to the bar in any of the participating jurisdictions. The WCCP is made up of 25 competencies, organized into seven domains (or areas of competency). Each competency has two to seven performance indicators that illustrate how that competency might be demonstrated.

The WCCP was released to the public for information purposes while the law societies continued their work to establish which competencies should be taught and assessed during the bar admission training program and which should be taught and assessed during articling. An evaluation was also needed regarding potential changes to bar admission training program content and structure to align these with the WCCP. The law societies also recognized that better guidance for principals and students about the competencies students are expected to obtain through articles and how principals would be expected to assess those competencies would need to be developed.

The Nova Scotia Barristers' Society (NSBS), which is also a participant in PREP, joined the initiative in late 2024. The NSBS has not yet adopted the WCCP but will make its decision on this matter following consultation. Should the WCCP be adopted in Nova Scotia, the title of that framework will be updated to reflect this.

In the fall of 2025, the Law Society of British Columbia announced that it will retire its Professional Legal Training Course (their version of the bar admission program) and adopt PREP, beginning in September 2026. This will make all five participating provinces PREP jurisdictions.

As a first step toward achieving a consistent assessment framework throughout both components of the bar admission process, CPLD adopted the WCCP in October 2025 with implementation in May 2026.

The five participating law societies have engaged in work and discussions to consider how best to implement the WCCP. Given that the implementation also included potential changes to bar admission training course content and structure to align with the required competencies, CPLD was invited to participate in those discussions. During those discussions, the Working Group developed a proposed new approach for entry to practice, based on educational best practices.

In April 2026, the Working Group held ten virtual focus group sessions, facilitated by WestRock Measurement, a consulting company specializing in credentialing. These discussions sought feedback on the proposed new approach to the bar admission process for the five participating jurisdictions. A total of 104 individuals participated in the focus group sessions.

Participants represented various geographic regions, practice settings (large firm, small firm, sole practice, government, courts, legal aid, academia), and roles (recent call, articling principals/student recruiters/supervisors, government and public sector employees working with articling students and legal academics), as well as other demographic characteristics. These sessions have informed the proposed approach set out in this paper, as well as the consultation questions.

Overview of Current Approach

In each of the five participating provinces, individuals can apply to become an articling student or articulated clerk (collectively "student") if they have a Canadian common law degree or, in the case of international legal education, obtained a Certificate of Qualification through the National Committee on Accreditation (NCA) process that is administered by the Federation of Law Societies of Canada.

To become a member of the legal profession in the five participating jurisdictions, a student must:

1. Be of good character.
2. Successfully complete the bar admission training program.
3. Complete experiential training through a term of articles with an approved principal.

The focus of this consultation is on the second and third requirements.

Bar Admission Training Program

As of September 2026, PREP will be the only bar admission training program offered in British Columbia, Alberta, Saskatchewan, Manitoba and Nova Scotia.

The PREP program has evolved since its inception. CPLED has prepared this 12-minute video, [PREP: The Bar Admission Training Program and WCCP Framework](#) to ensure all consultation participants have the most up-to-date information about PREP.¹

Articling

The required term of articles for students in all five jurisdictions is approximately 12 months, with approximately three months being dedicated to completion of the bar admission training course. This three-month period can be completed in one concentrated period, if done through full-time Accelerated PREP, or over the course of the articling term, if done through part-time standard PREP. In each jurisdiction, there are some exceptions and exemptions to the term of articles, such as when a student has prior legal experience.

The law society requirements in each of the participating jurisdictions vary, but generally the principal and student submit an Education Plan at the beginning of their articling relationship, a Midterm Check-In Report, and a Final Assessment at the end of their articling relationship. The aim of these forms is to assist the principal and student to develop an effective plan for the student to learn about the required competencies, to help track how the student is progressing in their articles, and for the principal to confirm whether the student has reached entry-level competence on all applicable competencies.

The competencies contained in these forms currently differ from province to province, as do the approaches to assessment. There is limited guidance for principals about the competencies students are expected to obtain through articles and how principals should be involved in teaching and assessing those competencies.

In all participating provinces, principals are required to submit a certification or affidavit attesting to their student's fitness and readiness to be called to the bar, based on what the student has demonstrated during the articling term. This attestation and the student's successful completion of the bar admission training program are required before the student can be called to the bar.

¹ A transcript is available to view and download using the link included in the description beneath the video. The YouTube "Show Transcript" feature may not function reliably, so please use the link in the description to access the transcript.

Competence-Based Education Best Practices

Stages of Learning and Assessment

Miller's Pyramid² is a widely used framework for assessing professional competence, particularly in education and licensure contexts.

The pyramid, in its original form, consists of four levels that represent different stages of learning and competence: “**knows**,” “**knows how**,” “**shows how**” and “**does**.” The lower two levels are cognitive in nature; they reflect what a person knows. The higher two levels are behavioural in nature; they capture what a person's actions or work demonstrate. Some educators have proposed adding a fifth level, “**is**,” to Miller's Pyramid to assess personal qualities and attributes of learners. The “**is**” level focuses on evaluating who the learners are as individuals, including their character, professionalism and ethical behaviour. The pyramid represents a scaffolded approach to learning, where skills are enhanced in a sequential order.

A graphical depiction of Miller's Pyramid is provided in Figure 1. The characteristics on the left side of the pyramid reflect what students should be able to do at each stage, while the characteristics on the right side of the pyramid reflect some of the different methods that can be used to assess the student's knowledge or skill level.

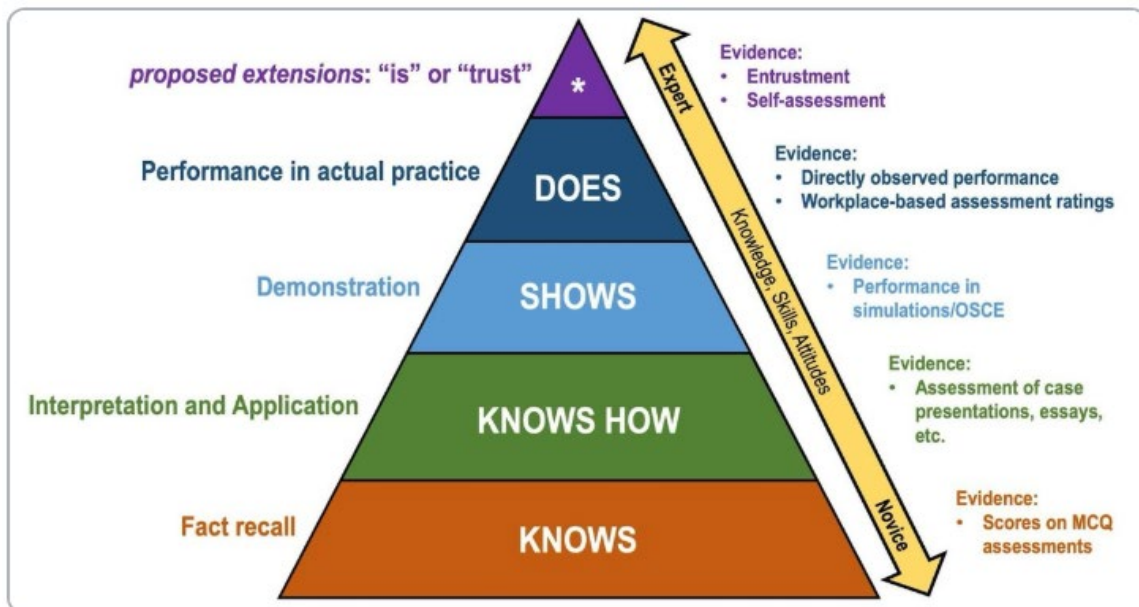


Figure 1. Miller's Pyramid

In the context of the legal profession, law school and the NCA process provide the basic foundational learning (“knowing” and “knowing how”). PREP builds on the foundational learning (“knowing”) and also addresses more applied learning (“knowing how”) and demonstrations of

² Miller GE. The assessment of clinical skills/competence/performance. Acad Med. 1990 Sep;65(9 Suppl): S63-7. doi: 10.1097/00001888-199009000-00045. PMID: 2400509. The acronym OSCE shown on the right-side of the diagram stands for objective structured clinical examination, while MCQ stands for multiple-choice questions.

practical skills (“showing how”). Finally, the articling experience provides the opportunity to perform lawyer competencies in a supervised practice context (“doing”) and demonstrate professionalism and ethical conduct (“is”).

Currently, students can complete PREP before, during or near the end of their articles. This was also the case with British Columbia’s former bar admission training program. Students who complete their bar admission training program during or near the end of their articles are learning the competencies out of sequence to Miller’s Pyramid: they are expected to learn and be assessed at the “**does**” and “**is**” level during articling before having the opportunity to complete foundational training at the “**knows**,” “**knows how**” and “**shows**” levels in PREP.

Types of Assessment

Formative and summative assessments are two fundamental types of evaluations used in educational and professional settings to measure learning and performance.

Formative assessments are designed to monitor learning and provide ongoing feedback that can be used by instructors to improve teaching and by students to improve their performance. The primary goal of a formative assessment is to identify areas where students are struggling and to address these issues promptly.

Summative assessments are designed to evaluate learning at the end of an instructional experience by comparing students’ attainment of learning against a set standard or benchmark. The primary goal of a summative assessment is to determine whether the student has achieved the learning objective at a satisfactory level based on the benchmark.

PREP incorporates both types of assessment, by way of assignments throughout the first three phases of PREP (formative assessments), and the final phase of the Capstone Evaluation (summative assessment). Some principals may engage in both types of assessment, but minimal guidance has been provided to support principals in this area.

Overview of Proposed New Approach

In considering the best way for students to obtain each of the competencies in the WCCP, attention was given to which were better suited for more formal training offered in a bar admission training program and which were more suited for the hands-on experience offered during articling. Recognizing that a bar admission training program can provide introductory-level learning, the Working Group also noted the importance of reinforcing these competencies through experiential learning in workplaces, where they can be applied in practice and demonstrated through repetition.

After much deliberation, the Working Group concluded that, with two exceptions discussed in greater detail below, all WCCP competencies should be introduced in the bar admission training program and reinforced throughout articling. This approach reflects a staged model of learning and assessment outlined below.

The Working Group also discussed the reality that, despite the fact that principals are tasked with teaching and assessing students’ readiness to be called to the bar and asked to attest to that readiness before students can be admitted, most principals are not trained in competency-

based education or assessment, and that additional training and resources need to be developed to ensure that principals have proper guidance and support to fulfill this role.

As a result of these discussions, the Working Group concluded that a new approach for entry to practice should be considered. The focus of the proposed new approach includes ensuring that what is taught and assessed in the bar admission training program and articling process, and how the processes complement each other, are based on educational best practices. It also recognizes that better guidance and support for principals and students are needed.

Each aspect of the proposed new approach could operate as a standalone change to the current process, should other aspects of the proposed approach not be adopted.

Where Competencies are Taught and Assessed

The combined goal of PREP and articling in the new proposed approach is to assist the student in acquiring the 25 [WCCP competencies](#) required for entry to practice.

Two WCCP competencies relate to Truth and Reconciliation. The Working Group considered that many of the Canadian law school curriculums provide formal education regarding these competencies. When the [amended National Requirement](#) and [NCA Competency Profile](#) come into effect, this education will be required for all Canadian common law students and NCA students. Content on Truth and Reconciliation is also incorporated throughout PREP and several of the law societies in Canada mandate post-call Indigenous cultural awareness education and offer other training and resources in this area. As these competencies involve the learning of historical content that lends itself to more consistent formal training, the Working Group felt that they were not suited to being taught by principals. Taking all of this into account, the Working Group determined that the law societies would be best placed to provide this education either during the bar admission process or post-call, to build on what students had learned to that point, and that **principals will not be expected to teach or assess the Truth and Reconciliation competencies.**

The Working Group carefully considered where the 23 remaining competencies should be taught and assessed, and concluded that it was important for all 23 to be covered in both PREP and articles. Some of the competencies are well suited for more formal training offered in PREP. However, it is also important for principals to reinforce the competencies during articling, where they can be put into practice and demonstrated through repetition. Other competencies are well suited for the hands-on experience offered in articles, but if sequenced as in Miller's Pyramid discussed above, PREP can provide introductory-level learning to prepare students and ease the teaching burden on principals.

Initial Feedback on Where Competencies are Taught and Assessed

The focus group sessions revealed some concerns as to whether all 23 competencies could be covered adequately in all workplaces that hire students, although there was general support for the proposal that most of the WCCP competencies should be covered in both PREP and articling with the right supports. It was clear that principals would benefit from additional guidance on how to teach and assess certain competencies, particularly across different types of practice settings, and the Working Group is seeking additional feedback on this point.

Sequencing of Bar Admission Process Components

Based on the approach outlined in the discussion about Miller's Pyramid, the Working Group concluded that the ideal approach to the bar admission process would be for students to complete PREP before beginning their articling term. The proposed sequence would be as follows:

1. Complete PREP (11 weeks, full-time), which builds a foundation of **knowledge and demonstration of skills in a training environment** that aligns with the first three levels of the Miller's Pyramid. PREP would teach and assess all WCCP competencies.
2. After completing PREP, complete a term of articles (nine months, full-time), which builds on the foundation obtained in PREP by **putting knowledge into practice in real-life environments** that aligns with the fourth and fifth levels of the Miller's Pyramid. Principals will be expected to build on all WCCP competencies except for those related to Truth and Reconciliation.

This sequence would provide students with a consistent foundation before commencing articles and work assignments, support skill development in a structured and safe environment, and allow students to focus on learning during PREP.

Under this approach, upon completion of PREP, students and principals could receive a report listing the final level of achievement for each of the competencies in the WCCP³, which would help the principal and the student prepare their Education Plan for the articling term. This would help to create a stronger connection between what the student has learned in PREP, and what they will further enhance during articling. Both the bar admission training program and the articling term would be based on the WCCP, which would also create more cohesion in the overall process.

This approach would require Accelerated PREP (11 weeks, full-time) to become the standard pathway. To support this change, CPLD would increase program offerings (of both the education phases of PREP and the Capstone Evaluation) and intake capacity. Students would not be required to pass the Capstone Evaluation (the final summative assessment of PREP) before beginning articling, so as not to delay articling start dates.

Initial Feedback on the Proposed Change to Bar Admission Sequencing

There was broad support across all focus group sessions for the premise of a scaffolded approach to learning. A consistent theme heard across the focus group sessions was that articling full-time while completing part-time standard PREP during nine months of the twelve-month articling term makes it difficult to prioritize PREP and often leads to conflicting priorities for students, which impacts their learning and performance.

The focus group sessions revealed that frontloading full-time Accelerated PREP could pose operational challenges for some workplaces. In addition, it may not accommodate all student circumstances and have detrimental financial impacts on some students. While it is the

³ See CPLD's competency scale in Appendix A.

expectation of the law societies that employers continue to pay PREP tuition for their students, as well as salaries while students are taking Accelerated PREP, there were concerns expressed that changes to the sequence might result in some employers being less willing to do so.

For these reasons, the Working Group is seeking feedback from the wider profession and interested parties about the proposed approach, as well as variations on this approach that would retain the premise of a scaffolded approach to learning that would be achievable for workplaces that hire students. Ideally, PREP should be completed as early as possible during the overall bar admission process so that both students and workplaces offering experiential learning can benefit from a scaffolded approach.

Please see the FAQs attached as Appendix B for more information on some common questions raised in the focus group sessions about the proposed sequence.

Potential Variations to the Proposed Change to Bar Admission Sequencing

Some variations that the Working Group is considering include:

- Providing two options for PREP sequencing. Workplaces offering experiential learning could either:
 - have their students complete Accelerated PREP (11 weeks, full-time) before the articling term begins; or
 - have their students complete up to three months of articling before taking PREP full-time, and resuming the remainder of the articling term after completion of PREP.

It is acknowledged that these options would require a different PREP registration system where workplaces offering experiential learning could request start dates that work best for them and their students. Some may prefer to have some or all of their students begin articling for a short period in advance of taking Accelerated PREP, allowing for initial workplace orientation. For workplaces that hire several students, these options would allow staggered sequencing so that there are always some students in the workplace during the articling term.

- Retaining the part-time standard PREP program for a period of time to allow workplaces adequate time to adapt, with a plan to transition away from the program; or retaining standard PREP as an option only for workplaces that can demonstrate a need for accommodation. This option would likely require modifications to program delivery.

While the time commitments for Accelerated and standard PREP are similar, just spread out over a longer period of time in the latter case, some focus group participants saw a potential move to full-time Accelerated PREP as the only option as reducing the articling term from twelve to nine months. Some participants felt this would not provide sufficient time for the principal/workplace to work with their student to develop all 23 competencies. The nine-month articling term is already in place in British Columbia, as their previous bar admission training

program was full-time, and for anyone who has taken Accelerated PREP, so this would not represent a complete shift in approach.

Role of Principals in Teaching and Assessment

To support principals in effectively teaching and assessing the competencies set out in the WCCP during the articling term, the resources law societies provide to principals to fulfill their role would be enhanced. This includes integrating both formative and summative assessment approaches into the reporting forms that the principal and student are required to submit to their law society during the term of articles.

The Working Group proposes the following:

1. **Education Plan.** The principal and student would submit an Education Plan, which can be informed by the PREP report, to their respective law society at the outset of the articling period outlining how the student will acquire each of the [WCCP competencies](#) that are applicable to that articling arrangement. Students would be required to demonstrate each of the competencies at an **entry-level standard**⁴ over the course of one or more articling placements.

In some cases, a composite article or secondment may be necessary for the student to obtain all 23 competencies in the WCCP. In the case of one principal supervising the student for the entire articling term, all 23 competencies would be applicable. In the case of composite/shared articles or other situations where the student has more than one principal or supervisor, the principal and student would confirm in the Education Plan which competencies are expected to be acquired while under that principal's supervision. During the articles, the principal would provide the student with learning opportunities for each competency included in their Education Plan.

2. **Midterm Check-in Report.** The principal and student would submit a Midterm Check-In Report as to their progress on the Education Plan, using the Competency Scale attached as Appendix A as a guide.

The midterm check-in process would consist of the following steps:

- a. The student self-assesses whether they have achieved entry-level competence for each of the individual competencies included in the Education Plan, to determine areas of strength and areas where there is room for improvement.
- b. The principal reviews the student's self-assessment and provides formative feedback on what they view as the student's areas of strength and focus areas for development. The principal's feedback is provided at the level of the seven broader competency areas, rather than for each of the 23 individual competencies.

⁴ See Appendix A for a description of Entry-level Competence

- c. The principal and student meet to discuss their information and feedback and develop a plan to address the outstanding competencies in the Education Plan by the end of the articling period.
 - d. The completed Midterm Check-In Report is submitted to their law society. The Report will be in written form, but there could be a conversation with the law society if follow-up is required.
3. **Final Assessment.** At the conclusion of the articling period, the principal would submit a Final Assessment attesting to whether the student has achieved **entry-level competence** on the WCCP competencies included in the Education Plan and if there are any areas of concern with the suitability of the student being called to the bar. This would be an enhanced version of the attestation the principals are currently required to submit.

The principal will be required to select one of the following options:

- a. That the student has reached **entry-level competence** on all applicable competencies.
 - b. That the student has not reached **entry-level competence** on all applicable competencies (indicating those that are outstanding).
4. **Additional Supports.** If, by the end of their final articling arrangement, the student has not yet demonstrated entry-level competence on all WCCP competencies included in the Education Plan, the applicable law society will work with the current principal and student to come up with a plan to address any competencies that have not yet been demonstrated at entry-level. This could include:
 - a. extending the articling term;
 - b. additional education, provided by the law society, through a secondment, or otherwise;
 - c. any other measure required by the circumstances of each case and as allowed based on the law society's rules and processes.
5. **Direct Intervention.** If the student is still not ready to be called to the bar following additional measures taken by the principal and the law society, the law society will work with the student to determine next steps for their circumstances. These are expected to be infrequent occurrences, but currently there are circumstances where principals are not prepared to submit an attestation as to the student's readiness to be called to the bar and the applicable law society is required to intervene.

While some adjustments may be necessary to this aspect of the proposed approach should the new sequence not be adopted, the general methodology of this aspect could be adopted as a

standalone change that would provide much more guidance and structure to principals and students, resulting in increased consistency, transparency and overall quality of the articling component.

Initial Feedback on the Proposed Change to Role of Principals

The focus groups indicated broad support for a more structured approach to teaching and assessment during articles. They emphasized that greater consistency, transparency and structure in assessment and feedback would be welcomed, with a preference for standardized Education Plan templates and guidance from the law societies as to how the competencies may be taught and assessed across different workplaces.

Please see the FAQs attached as Appendix B for more information on some common questions raised in the focus group sessions.

Develop Training and Resource Material

The law societies would collaborate to develop new resources to support principals and students with the proposed new approach. Based on feedback received through the focus group sessions, this could include:

1. Enhanced principal training material that provides an overview of the new approach to entry to practice, competency-based education and Miller's Pyramid, guidance on interpreting competencies, and how to assess whether a student has achieved entry-level competence.
2. Examples of how to complete the Education Plan and provide effective feedback.
3. Examples of how various competencies might be demonstrated in different types of workplaces and what entry-level competence looks like for each competency.
4. Guidance on how to address all competencies during the student's articles, including how to coordinate between multiple principals or supervisors.
5. Resources on understanding and applying emerging WCCP competencies, such as emotional intelligence and trauma-informed approaches.
6. There may be other competencies that could benefit from consistent guidance or that might be taught in an academic sense but are harder to assess in the absence of real-world occurrences, for example, ethical situations, well-being and appropriate use of technology and social media. This may require the law societies to develop training materials for some competencies, to better support both students and principals.
7. Guidance from the law societies as to how to address gaps in entry-level competence.
8. Opportunities for principals and students to engage with their peers for support during the articling term.

The Working Group is interested in hearing from interested parties about other training and resources that might be useful for principals, students and workplaces. Please see the FAQs for more information on some common questions raised in the focus group sessions.

Questions

No final decisions have been made about whether to proceed with the proposed approach for implementing the WCCP. Suggestions and feedback received from all interested parties will be critical in helping the Working Group provide recommendations to the Boards of their respective law societies on how best to implement the WCCP.

Please provide your feedback by filling out this questionnaire:

<https://www.surveymonkey.com/r/SBZ57FQ>

Appendix A: CPLED Competency Scale

Competence Indicators			
Competency Level	Competency Rating	Competency Summary	Competency Description
Incomplete (INC)	0	Not yet competent	The assignment was not submitted, submitted after the deadline, or the wrong assignment was submitted.
Limited Competence (LC)	1		<ul style="list-style-type: none"> The candidate* demonstrates limited awareness of the competency. The candidate requires supervision and shows inconsistent adherence to established standards of practice. The candidate requires significant guidance and support, and the submission requires significant changes to meet the entry-level standard.
Developing Competence (DC)	2		<ul style="list-style-type: none"> The candidate demonstrates an increasing awareness of the competency. The candidate applies the competency to a simple situation in a standard way and struggles with complex or unusual contexts. The candidate can perform the skill with some guidance and increasing independence. The submission requires moderate changes to meet the entry-level standard.
Entry-Level Competence (EC)	3	Competent	<p>The candidate demonstrates understanding of the competency and its applicability to relevant contexts.</p> <ul style="list-style-type: none"> The candidate applies the competency to situations of moderate scope and complexity and performs routine tasks independently. The submission meets the entry-level standard although minor revisions may be required before the document can be used in practice for its intended purposes.
Skilled Competence (SC)	4	Competent	<ul style="list-style-type: none"> The candidate demonstrates a mature understanding of the knowledge related to the competency. The candidate applies the competency independently, in difficult contexts, solves problems and considering the application of the competency beyond the basic fact pattern. The submission exceeds the entry-level standard and can be used in practice for its intended purposes without revision.

Appendix B: Frequently Asked Questions

Sequencing of Bar Admission Process Components

1. How many times will Accelerated PREP be offered in a single year?

Starting in 2027, there will be a minimum of three intakes of Accelerated PREP per year. CPLED expects that at least this number of intakes would continue following the implementation of the WCCP into the bar admission process.

2. When will the Accelerated PREP intakes occur?

The program dates are not yet set, but CPLED expects the three intakes of Accelerated PREP to commence in January or February, May or June, and September.

3. How many sittings of the Capstone Evaluation will there be per year, and when can reattempts be taken?

Capstone Evaluations occur at the end of each intake. In 2027, there will be three intakes of Accelerated PREP plus one intake of standard PREP for a total of four Capstone Evaluation sittings. The program dates are still being finalized, but we expect sittings to occur in late January to early February 2027 (for standard PREP), and in April, August, and November 2027 (for Accelerated PREP intakes). Program dates for 2028 have not yet been set, but we anticipate that the Capstone Evaluations will tentatively fall in **April, August and November**, with an additional sitting in January-February if standard PREP is continued in 2027-28.

4. Will there be sufficient capacity in PREP to meet the demand for larger intakes, particularly for the summer intake commencing in May/June annually?

CPLED is committed to finding solutions to address capacity and registration demand. CPLED will collect additional data on students' and employers' intake preferences to answer this question more precisely. With British Columbia joining PREP in September 2026 and Accelerated PREP intakes increased to three for all jurisdictions in 2027, CPLED will collect valuable new enrollment data to inform its solutions.

Please complete the consultation questionnaire to indicate your intake preference(s) and help CPLED to collect data on this important question.

5. Considering the likelihood of larger Accelerated PREP cohorts in May/June, will CPLED be able to provide timely, quality feedback during the program and at the conclusion in the form of an assessment report?

CPLED acknowledges the importance of maintaining both the timeliness of assessments and the quality of feedback with larger cohorts. CPLED is also committed to providing meaningful student feedback for articling education plans upon completion of PREP, and is exploring systems to facilitate the collection, consolidation and management of this feedback. Considering

the number of human resources involved in generating student feedback, law societies and CPLED will work together to determine reasonable timelines for the preparation and submission of articling education plans.

6. Could there be flexibility in the proposed new approach so that employers and/or students could choose to take either Accelerated (11-weeks; full-time) or standard PREP (33-weeks; part-time)?

Although there was a dominant theme across consultation groups that there are strong pedagogical reasons for students to complete Accelerated PREP first, other considerations were presented around employers' operational realities and learner circumstances that raised questions about the need for continuation of both formats of PREP.

Themes also emerged regarding educational issues with the delivery structure of standard PREP and competing priorities between assignments in PREP and those in workplace articles. Therefore, if standard PREP continues to be offered, modifications to the program will likely be needed, and expectations for students and employers will need to be adjusted.

7. Could CPLED change its registration system so that students or employers can register earlier, giving employers more time for planning for articling activities and oversight, and giving students more time to plan for their commitments?

CPLED is exploring an advanced registration system and the possibility of granting conditional acceptance.

8. Will employers with large groups of students be able to register them in PREP in the same intake or provide CPLED with input on how their group could be split over more than one intake?

CPLED is exploring an advanced registration system, which could include the ability for employers with large groups of students to indicate their preferences.

9. Will students be required to pass the PREP Capstone Evaluation before starting their articling term? Or can they start articling once they've completed the education components of PREP?

No change to the current law society rules on this point is anticipated; students may enter or continue an articling term, even if they have not passed the Capstone Evaluation; however, they must pass before qualifying for admission to the bar.

10. Could students be permitted to start their articles up to three months in advance of taking Accelerated PREP, allowing for initial workplace orientation and introductory formative knowledge and skills?

This could be a good option for some employers and students, particularly for those who are amenable to registration in PREP intakes other than the May/June start date.

Role of Principals in Teaching and Assessment

11. Will all types of workplaces be expected to cover all of the WCCP competencies?

In some cases, a secondment or composite article may be necessary. In other cases, there may be resources available through the law society to support learning and assessment in some competencies. The applicable law society can work with the principal to assist with this. The law societies will also provide guidance about how the competencies may be demonstrated in different workplaces, for example, in government, at a court or in a private firm.

12. Would the proposed changes give principals more responsibility in the gatekeeping process for bar admission?

Principals already have a high degree of responsibility in the bar admission process, as they must attest to their student's fitness and readiness to be admitted to the bar, but have been asked to do so without much guidance on what that readiness should look like. The WCCP was validated by the profession as reflecting the competencies that all lawyers should be able to demonstrate to be called to the bar. While the WCCP sets out a greater number of competencies than principals have been asked to assess in the past, this validation indicates that principals should be able to teach these areas as well.

The addition of the WCCP will provide a structure for principals to provide more focused feedback to both their students and to the law society to identify competency gaps. The law societies will provide supports to principals and workplaces to assist them in teaching and assessing, particularly in areas that are emerging areas of competency that might be less familiar to some principals.

13. What will happen if the student is at entry-level for all but a few competencies at end of term.

Currently, some principals advise that they cannot attest to a student's readiness, but do not have the benefit of a competency framework to help them narrow in on the gaps that need to be addressed. The WCCP will provide more guidance for principals on a student's readiness to be called to the bar. The law societies will, in consultation with principals and students, determine the best course of action to address any areas where the student has not reached entry-level competence by the end of the articling term.

14. Would workplaces be expected to pay students a salary while they are attending Accelerated PREP?

It is the expectation of the law societies that workplaces will pay their students' CPLED fees as well as their salary, in accordance with employment standards, while they are attending PREP, as we consider PREP to be part of the articling term.

General

15. Will substantive law be covered during the bar admission process?

It is not possible to cover all areas of law over the course of the bar admission process. The goal of that process is to supplement what students have learned in law school by equipping them with the practical skills to be able to work in any area of law. The law is constantly evolving and lawyers must be able to adapt to these changes, and to move into new practice areas as their career paths shift and develop.

16. How much notice will be given to employers and students before any changes to the bar admission process are made?

Employers, students, law societies and CPLED, will need time to adapt to any changes to the bar admission process. During the consultation group sessions, some employers indicated that their articling program plans are set one to two years in advance, while others indicated shorter planning cycles. This will be considered by the law societies.