



Handbook for Articling Principals

This document is intended to provide guidance to Principals throughout the duration of an articling term. It should be considered an overview reference resource, rather than a comprehensive outline of policies that may apply to Principals or articling terms.

Contents

I.	INTRODUCTION	3
II.	BECOMING A PRINCIPAL	3
	A. ELIGIBILITY CRITERIA.....	3
	B. SUPERVISION BY THE COURTS	3
	C. APPLICATION TO ACT AS PRINCIPAL	4
III.	BEING A PRINCIPAL – FILING REQUIREMENTS FROM START TO FINISH	4
	A. LAW SOCIETY – ARTICLING AGREEMENT.....	5
	B. PRACTICE READINESS EDUCATION PROGRAM (PREP).....	5
	C. ARTICLING PLAN AND REPORTS	6
	D. LAW SOCIETY – AFFIDAVIT OF LAWYER OR SUPERVISING JUDGE WITH WHOM STUDENT HAS SERVED UNDER ARTICLES.....	6
IV.	PRINCIPAL RESPONSIBILITIES AND OBLIGATIONS.....	6
	A. PARAMETERS OF THE PRINCIPAL/STUDENT RELATIONSHIP – THE ARTICLING AGREEMENT.....	7
	B. GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS...	7
	C. ARTICLING CHECKLIST	9
	D. PRACTICE READINESS EDUCATION PROGRAM (PREP).....	11
	E. COMMUNICATIONS FROM THE LAW SOCIETY	12
V.	ADDRESSING CHALLENGES AS A PRINCIPAL.....	13
	A. LEAVES OF ABSENCE	13
	B. CANDIDATE PERFORMANCE	13
	C. WITHDRAWING OR TERMINATING THE ARTICLING AGREEMENT	13
VI.	CONCLUSION	14

APPENDIX A – LAW SOCIETY FORMS

APPENDIX B - GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS

APPENDIX C - ARTICLING CHECKLIST

APPENDIX D - PREP BAR ADMISSION COURSE SCHEDULE

I. INTRODUCTION

A Principal is generally the most influential person in the life of an articling student. A Principal will often play many roles during the articling year: mentor, role-model, manager, counsellor, and friend. A Principal's level of involvement throughout a student's articles will often correlate directly with the student's success, both in the office and in the Bar admission process.

This handbook sets out the key topics to successfully serving as a Principal, and outlines policies and procedures associated with them. You should use this document to better understand your role and responsibilities as a Principal, to ensure that you provide your student with the skills and knowledge necessary to competently serve the public upon admission to the practice of law in Saskatchewan.

II. BECOMING A PRINCIPAL

To serve as a Principal, you must meet certain eligibility criteria and ensure that you have been approved by the Law Society *prior* to taking an articling student.

A. ELIGIBILITY CRITERIA

The Law Society of Saskatchewan regulates who can act as a Principal (Rule 704).

In order to be approved as a Principal, the lawyer must currently be:

- practising full-time in Saskatchewan, and
- have practised in Saskatchewan for at least the past 5 consecutive years.

The lawyer must also meet the requirements of Rule 729(2).

The Law Society has the discretion to approve a lawyer to act as a Principal who does not meet the qualifications stated in Rule 704, but who satisfies the Law Society that he or she is suitable to act as a Principal (Rule 704(6)). However, if you have significant history of (or ongoing) discipline or professional standards matters with the Law Society, your application may not receive approval.

B. SUPERVISION BY THE COURTS

There are many different practice settings that can support an articling student: firms, sole practitioners, government offices, in-house departments, and *courts*.

As a Justice of the Saskatchewan Court of Appeal or the Saskatchewan Court of Queen's Bench; the Supreme Court of Canada or any Federal Court of Canada; or as a Judge of the Provincial Court of Saskatchewan – you may serve as a Principal (Rule 707).

The student, however, must serve not less than two months (of their articling term) to a member approved as a Principal in another practice setting.

C. APPLICATION TO ACT AS PRINCIPAL

A Lawyer seeking to act as a Principal must complete and submit to the Law Society the [Application to Act as Principal \(Form A-17\)](#). This form must be submitted and approved before taking an articling student. This application is available on the Law Society website and appended to this handbook.

Approval to Act as Principal is valid for one year from the approval date. A lawyer must re-apply each year an articling student is hired.

There is no fee for the Application to Act as Principal. The form is submitted to the Law Society's Membership Officer: [Cheryl Eberle](#).

III. BEING A PRINCIPAL – FILING REQUIREMENTS FROM START TO FINISH

Throughout the articling term, there are filing and reporting requirements. Below is a brief overview of the process and requirements set by the Law Society.

Note: Prior to accepting an offer of articles, the articling student must have submitted the Application for Admission as a Student-at-Law (Form A-1) and receive written approval from the Law Society's Membership Officer. The fee is \$183.75 (\$175 + GST).

Required Law Society Forms

The following are:

- found on the Law Society website: [Forms](#), and
- submitted to the Law Society's Membership Officer: [Cheryl Eberle](#).

Required Document	File Location	Fee	Deadline
LSS – Application to Act as Principal*	Form A-17	No charge	Prior to taking an articling student
LSS – Articling Agreement or Articling Agreement (Joint)	Form A-2 or Form A-2.1	\$183.75 (\$175 + GST)	Prior to the start of the articling term
LSS – Affidavit of Lawyer or Supervising Judge with whom Student has Served under Articles	Form A-9	No charge	At the conclusion of the articling term – <u>on the last day of articles</u>

*SECONDMENTS: Anyone acting as Principal for a secondment is expected to complete the Application to Act as Principal as well.

Required Law Society Reports

The following are:

- provided by the Bar Admissions Office, and
- submitted to the Student Coordinator: [Melissa Warren](#).

Required Document	File Location	Fee	Deadline
Articling Plan	Emailed at start of articles	No charge	NEW DEADLINE August 31 st , or within first month of articles
Mid-term Articling Report and Checklist	Emailed in November	No charge	Mid-December (2 nd Friday of December) or at the mid-term point of the articling term
Final Articling Report and Checklist	Emailed in April	No charge	April 30 th , or at the conclusion of the articling term

A. LAW SOCIETY – ARTICLING AGREEMENT

Once you have been approved as a Principal and have found an articling student, and before the articling student's start date at the firm, you must enter into an Articling Agreement with your student. For consistency, this agreement has been drafted by the Law Society. The [Articling Agreement \(Form A-2\)](#) can be found on the Law Society website and is appended to this handbook.

In addition to the traditional articling program, the Law Society welcomes (and in some cases, encourages) Joint Articles. In addition to the typical articling filing requirements outlined here, a Joint Articling placement requires the Principals to enter into a Joint Articling Agreement with their student. The [Articling Agreement \(Joint\) \(Form A-2.1\)](#) is found on the Law Society website and should be submitted in the place of the regular Articling Agreement.

- The Articling Agreement fee is \$183.75 (\$175 + GST), and is separate from the student's Application for Admission as a Student-at-Law fee, which is also \$183.75 (\$175 + GST). These forms are submitted to the Law Society's Membership Officer: [Cheryl Eberle](#).

B. PRACTICE READINESS EDUCATION PROGRAM (PREP)

Students seeking admission to the Saskatchewan Bar must successfully complete the Practice Readiness Education Program (PREP) Bar admission course from the Canadian Centre for Professional Legal Education (CPLED).

PREP is a nine-month course, consisting of four phases where students develop the competencies required to be admitted to the Bar as an entry-level lawyer. For more information and to register or pay tuition on behalf of your student, please visit cpled.ca or contact admin@cpled.ca.

Additional information on PREP will come directly from CPLED.

C. ARTICLING PLAN AND REPORTS

The Law Society requires an Articling Plan and Articling Reports (Mid-Term and Final) for each articling student. The Bar Admissions Office will provide the **Articling Plan** to Principals and students shortly after the start of the articling term. The Articling Plan is designed to assist with planning activities that provide a comprehensive articling experience to students. The plan is a guide and should not be treated as exhaustive as there will be other valuable educational experiences that come up during the course of an articling term.

In addition to the **Articling Plan**, Principals and students complete an **Articling Report** twice during the articling year. Each **Articling Report** (Mid-Term and Final) contains an **Articling Checklist** (detailed in section IV C) listing by category the tasks a student is expected to perform during articles.

The Bar Admissions Office provides the **Articling Reports** to both Principals and students approximately one month before each report is due.

Principals and students are encouraged to review the Articling Plan and Articling Reports together as these documents are essential in planning an effective work program and reflecting on the educational aspect of articling.

D. LAW SOCIETY – AFFIDAVIT OF LAWYER OR SUPERVISING JUDGE WITH WHOM STUDENT HAS SERVED UNDER ARTICLES

Your final filing obligation as a Principal is to provide the Law Society with an Affidavit on the student's last day of articles swearing that your student has completed his or her articles and is suitable to be admitted as a lawyer.

The [Affidavit of Lawyer or Supervising Judge with whom Student has Served under Articles \(Form A-9\)](#) can be found on the Law Society website. This form is also appended to this handbook.

There is no fee for this form. It is submitted to the Law Society's Membership Officer.

IV. PRINCIPAL RESPONSIBILITIES AND OBLIGATIONS

Generally, Principals are meant to oversee and facilitate the process that enables students to apply their formal learning and develop skills and professional judgement to competently and ethically serve as new lawyers. In this pursuit, a Principal is a mentor, teacher, and role model for students.

While this is a significant task, the Law Society has developed three important documents to help guide you through the process:

- The Articling Agreement,
- The Guidelines for the Education and Guidance of Articling Students, and
- The Articling Checklist.

Principals are encouraged to use these documents to assist in planning an effective articling program.

A. PARAMETERS OF THE PRINCIPAL/STUDENT RELATIONSHIP – THE ARTICLING AGREEMENT

The [Articling Agreement \(Form A-2\)](#), described above, defines the parameters of your relationship with your student and sets out your duties as a Principal as follows:

- to use your experience and expertise to help the student learn how to practice law;
- to be responsible for the supervision of the student at all times; and
- to help your student be admitted as a lawyer in Saskatchewan.

In return, your student promises:

- to keep private the affairs of the Principal, the firm, and the firm's clients;
- to follow the Principal's instructions and to be reliable; and
- to be honest, to work hard, and to act professionally.

B. GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS

To assist in your role as Principal, the Guidelines for the Education and Guidance of Articling Students (“Guidelines”) were passed by the Admissions and Education Committee of the Law Society. The Guidelines provide guidance on various issues including: Terms of Employment, Orientation to the Firm, Ethics and Professionalism, Mentoring and Teaching, Workload and Expectations, and the PREP Bar admission course.

The Guidelines recognize that the articling experience is a cornerstone in the development of competent young lawyers. While Principals have the primary obligation to supervise their students, every lawyer who works with a student shares in that obligation. The Law Society relies on both Principals and firms to ensure students become competent and ethical professionals. To ensure this goal is met, Principals and firms are asked to implement policies and measures to ensure that these guidelines are followed. As best practice, we recommend that Principals and firms provide all incoming students with an Articling Policy.

The Guidelines are available on the Law Society website, appended to this handbook and are summarized here:

Terms of Employment

The terms and conditions of employment should be discussed and settled with the student both when the student is hired and again when the student commences articles. The firm and its students should have a common understanding on issues such as:

- Remuneration, including bonuses.
- Vacation time (students are entitled to three weeks vacation within the articling year) in addition to sick leave – see Law Society Rule 706.
- Responsibility for articling expenses such as student-at-law admission fees and PREP Bar admission course fees.

- Benefits or privileges offered by the firm.
- The amount of time the student is expected to work.

Orientation to the Firm

Upon commencement of a student's articles, Principals should ensure that their student receives an orientation to the firm, which includes but is not limited to a review of the following:

- The responsibilities of office personnel.
- Lines of authority and supervision.
- Procedures for requesting work assignments.
- Accounting billing and timekeeping procedures.
- Special policies or practices regarding correspondence, trust conditions, admission of service, etc.
- Policies and safeguards respecting client confidentiality, including destruction of documents.
- Procedures for opening, maintaining and closing files.

Ethics and Professionalism

- Students must become intimately familiar with the ethical obligations placed on members of the legal profession. Students should be impressed with the importance of becoming familiar with the [Code of Professional Conduct](#), the [Law Society Rules](#) and the [Legal Profession Act](#).
- Every effort should be made to ensure students are sensitive to ethical issues arising in practice and practical examples should be identified and discussed with students whenever possible.
- Efforts should be made to identify and discuss the courtesies and civilities that are expected of lawyers. Principals and other firm members should, in all matters, display the highest levels of professionalism.
- Extra effort should be made to demonstrate professional communications, whether in meetings or telephone discussions with clients or other lawyers, appearances before courts or tribunals or daily encounters with office staff or the public. Students should be shown the importance of acting in a professional manner in every situation.

Mentoring and Teaching

Students will learn primarily through the daily handling of files. Principals and firm-members must help foster this learning by:

- Providing appropriate supervision and ensuring that students are not overwhelmed by the complexity of the tasks provided to them.
- Taking the time to provide rich feedback, including both constructive criticism as well as encouragement.

Describing to students the background of a file, including the client's interests and objectives and the reasoning behind the tasks they have been assigned. Students will learn more effectively if they understand how their work fits into the overall context of a file.

- Leading by example (e.g., demonstrating how best to complete a task; including students in meetings, interviews, hearings, etc.).
- Providing students with opportunities to practice and develop their lawyering skills.

Workload and Expectations

- Principals should take the lead in monitoring their student's workload, but all lawyers should be cognizant of the number of files on a student's desk. Students are generally hesitant to say no to anything asked of them and are often asked to do work by more than one lawyer. Principals are responsible for ensuring that their student's workload is reasonable, and the complexity of the files assigned is not beyond that which the student is competent to perform.
- Delegate effectively. Ensure that instructions are clear and allow the student to see the project through to the end.
- When assigning a task, ensure to provide students with a timeline for completion. Students should be given guidance as to the priority of the work assigned, particularly when work is assigned by more than one lawyer.
- Repetitive or routine professional duties and mundane tasks should be minimized, particularly when they provide little to no educational value.
- Every attempt should be made to ensure students receive the broadest experience possible. Principals and firm-members should actively work to provide students with exposure to as many different experiences and areas of law as possible.

C. ARTICLING CHECKLIST

The Benchers of the Law Society strongly recommend that Principals work to ensure their students receive experience and training throughout their articling term in all areas outlined in the **National Competency Profile**, developed by the Federation of Law Societies of Canada.

The **Articling Checklist**, contained in the Articling Report described above, is reflective of that standard and as such we ask all Principals to plan and tailor the articling term to incorporate the skills and tasks outlined in the checklist. The checklist (in part) provides:

Conducting Matter

- Identifying client goals and objectives.
- Gathering facts through interviews, searches and other methods.
- Identifying applicable areas of law.
- Seeking additional expertise when necessary.
- Conducting legal research and analysis.
- Developing case strategy.
- Identifying mode of dispute resolution.

- Conducting due diligence (including ensuring all relevant information has been obtained and reviewed).
- Drafting documents, including opinion letters and demand letters; affidavits/statutory declarations; written submissions; simple contracts/agreements and releases; and legal accounting (e.g., statements of adjustment, marital financial statements, estate divisions, bills of costs).
- Negotiating a resolution of a dispute or legal problem.
- Reviewing financial statements and income tax returns.

Ethics and Professionalism

- Discussing ethical issues and problems that may arise in practice.
- Exploring strategies for identifying and resolving ethical issues.
- Engaging in critical thinking and discussion about ethical issues.
- Discussing strategies for making informed and reasoned decisions about ethical issues.
- Identifying potential confidentiality and conflict of interest issues.

Practice Management

- Investigating and implementing strategies for prioritizing and managing tasks and for tracking deadlines.
- Reviewing file management practices, including opening and closing files, developing checklists, and sending files for storage or destruction.
- Discussing strategies for managing finances, including adherence to trust accounting requirements.
- Developing a plan to manage professional responsibilities, including ethical, licensing, and other professional responsibilities.
- Reviewing and learning to use time tracking, limitation reminders, and bring forward systems; trust accounting and general accounting systems; billing and collection systems; client record and file management systems; and practice checklists.
- Practicing delegating tasks while providing appropriate supervision.

Client Relationship Management

- Exploring strategies for managing client relationships, including establishing and maintaining client confidence and managing client expectations.
- Discussing methods of advising clients and developing legal strategy, keeping in mind clients' particular circumstances, including age, language, disability, socioeconomic, and cultural context.
- Observing, participating in, and conducting initial client interviews, including: confirming who is represented and who will provide instructions; confirming the client's identity pursuant to applicable standards/rules; assessing the client's capacity and fitness (if applicable); and discussing and setting fees and retainers.
- Reviewing, revising, and/or drafting a retainer letter.
- Documenting client consent, client instructions, and advice provided.

- Helping maintain regular client communication, including participating in client meetings and preparing correspondence to keep clients apprised of progress in their matter.
- Addressing outstanding client concerns.
- Reviewing, revising, and/or drafting an exit/reporting letter.

Adjudication and Alternative Dispute Resolution

- Discussing effective strategy for resolution of dispute.
- Drafting litigation documents, including pleadings, court orders, and briefs.
- Preparing list of documents or an affidavit of documents.
- Requesting and producing/disclosing documents.
- Preparing or responding to a motion or application (civil or criminal).
- Observing, participating in, and conducting interviews and briefing of witnesses.
- Attending court or tribunal to observe or to speak to routine matters.
- Conducting a simple hearing or trial before an adjudicative body.

In addition to providing training in these skills and tasks, Principals must ensure their students receive a well-rounded and varied articling experience. Principals should endeavour to expose students to as many areas of law as reasonably possible.

The Articling Checklist states that students should receive training in “several” practice areas. This may require some Principals (with limited practice areas) to seek out opportunities for their students through other lawyers in their firm, secondments or joint articles.

Secondments

Secondments are a great opportunity for students to gain experience in other practice areas and/or practice settings. Pursuant to Rule 709, a Principal may allow his or her student to work in the office of another member approved by the Law Society to act as a Principal, or to a court, for a period or periods not exceeding two (2) months of the student’s articling term.

Joint Articles

A Joint Articling placement is served with two Principals who agree to share the services of a student during the articling term. Joint Articles are especially desirable for sole practitioners or small firms with limited practice areas. Volume of work and the ability to share the cost of an articling student are other common reasons Joint Articles are considered. See Law Society – Articling Agreement above, for information on forms for joint articles.

D. PRACTICE READINESS EDUCATION PROGRAM (PREP)

Articling students are required to complete the Practice Readiness Education Program (PREP) which replaces the CPLED Bar Admissions Program. PREP, in combination with the articling process, forms the licensing process for students-at-law. PREP builds on the training and education obtained through a law degree and helps develop and assess the skills necessary to competently serve the public upon admission to the practice of law.

PREP is a nine-month course with two intakes. Students can begin the program in either June or December.

PREP consists of four distinct phases:

- **Foundation Modules:** Online modules that combine self-directed study and interactive assessments with multimedia learning.
- **Foundation Workshops:** Here students will come together and interact with each other and their facilitators through workshops that include role-playing in areas of interviewing, negotiating, and advocacy. The workshops will prepare students to effectively and independently manage a legal matter during the next phase of the program.
- **Virtual Law Firm:** In this phase of the program, students will put their foundational training to test, working as lawyers in a virtual law firm, managing the full lifecycle of cases in business law, criminal law, family law, and real estate.
- **Capstone:** In this final assessment, students will demonstrate their skills and competencies in one final simulated matter. Students will complete tasks that span the full life cycle of a case and demonstrate their competence in decision-making, provide their client with ethical and professional representation and use the appropriate case management and technical tools to guide their work. Finally, they will submit a final reflection on the entire program.

As a Principal, one of the most valuable ways you can contribute to your student's success in PREP is by giving your student the time required to complete program activities successfully, including all assignments and attendance at the Foundation Workshops and Capstone phases of the program.

For more information, please review the [PREP schedule](#) on cpled.ca or see Appendix D of this Handbook.

As a Principal, you may be contacted by CPLED staff to discuss your student's progress in PREP. In these situations, we ask that you work with CPLED staff to offer additional teaching and support to help your student demonstrate improvement.

E. COMMUNICATIONS FROM THE LAW SOCIETY

The Law Society will send you communications throughout your term as a Principal. As outlined above, these communications will update you on your filing and reporting requirements, as well as update you on next steps for your student in the Bar admission process.

The Law Society may also contact you to discuss any complaints received about your student. In these cases, we ask that you work with the Law Society in addressing and rectifying the issue with your student. It is always our hope to catch and resolve professional integrity issues early, before there is any need to engage the professional responsibility process.

V. ADDRESSING CHALLENGES AS A PRINCIPAL

A. LEAVES OF ABSENCE

Should your student request or require a leave of absence, special consideration must be given to how this affects the student's fulfillment of the articling placement and the needs of your practice. We ask that you or your student contact the Law Society to discuss administrative obligations and options, as well as practical suggestions to help resolve issues.

Depending on the length of the leave, we may require that your student extend the end date of the articling term to accommodate their time away.

B. CANDIDATE PERFORMANCE

We recognize that being a Principal is not easy, that articling is difficult, and that performance issues with your student may arise for a variety of reasons. In those cases, we recommend, as a first step, that the performance issue be addressed with the student promptly and directly. Clear communication and constructive feedback may quickly yield better outcomes.

We also encourage you to contact the Law Society as we may be able to provide tips and guidance on how to address the issue from a best practice perspective.

Your student may also benefit from the services of Lawyers Concerned for Lawyers (through Homewood Health), a non-profit confidential professional counseling service. You may wish to provide your student with their contact number: 1-866-644-0326 or website information: <https://homeweb.ca>.

C. WITHDRAWING OR TERMINATING THE ARTICLING AGREEMENT

A Principal or student, for compelling reasons, may terminate the Articling Agreement. If such action is being considered, you must notify the Law Society in advance.

Where either party wishes to terminate the Articling Agreement, reasonable notice must be provided. During the notice period both parties must continue the articling relationship in accordance with the Articling Agreement and Articling Plan. It is the student's responsibility to find another articling placement.

Where a Principal must withdraw from their Articling commitments, the Principal should take all reasonable steps to help find an appropriate alternative placement for their student. This may include assisting the student in obtaining interviews and providing the student with a reference letter specifying that the student is looking for a new articling placement through no fault of their own.

Once a new articling placement is secured, the student, the previous Principal and the new Principal must execute and file an [Assignment of Articles Agreement \(Form A-4\)](#).

The previous Principal must submit the [Affidavit of Lawyer or Supervisory Judge with whom Student has Served under Articles \(Form A-9\)](#).

The Agreement and Affidavit can be found under [Law Society Forms](#) on the Law Society website. The fee for the Assignment of Articles Agreement is \$183.75 (\$175 + GST). There is no fee for the Affidavit.

VI. CONCLUSION

While this document sets out the requirements and responsibilities of being a Principal, we would be amiss if we did not emphasize how rewarding and enriching of an experience it is. It is also a great investment opportunity. As a Principal, you have the opportunity to train a student and gain an associate that has learned the practice of law in a manner that best meets the needs of your firm/organization.

If you are already a Principal, we wish to thank you. If you are considering becoming a Principal, we encourage you to apply!

Should you have any questions or concerns, or we can assist you with any issues related to your term as a Principal, please contact:

Admissions and Education Department
The Law Society of Saskatchewan
1100 – 2002 Victoria Ave.
Regina, SK S4P 0R7

Andrea Johnston (Director of Admissions and Education)
andrea.johnston@lawsociety.sk.ca / (306) 934-8810

Christine Johnston (Admissions and Education Counsel)
christine.johnston@lawsociety.sk.ca / (306) 652-0478

APPENDIX A

LAW SOCIETY FORMS

**LAW SOCIETY OF SASKATCHEWAN
APPLICATION TO ACT AS
PRINCIPAL
RULE 704
FORM A-17**

(Created November 2014) (July 2015)
(November 2018) (December 2019) (March 2020)

**Note: Applications to Act as Principal must include the completed Authorization and Release attached to this Form A-17.*

Full Name: _____

Barrister Number: _____ Year of Call to the Bar: _____

Name of Firm or Organization: _____

Firm/Organization Address: _____

Phone: _____ Email: _____

1) Are you currently practising full-time in Saskatchewan? Yes No

2) Have you been practising in Saskatchewan for at least the past 5 consecutive years?
Yes No

(If not consecutive, please provide details on a separate sheet)

3) Have you acted as a principal to an articling student in the past? Yes No

4) Please indicate under which form of articles are you seeking to act as principal:

Full articling term Joint Articling Agreement

Secondment of Articles Assignment of Articles

5) Proposed articling student (if known): _____

6) Proposed start date of articling student (if known): _____
(If secondment, please indicate proposed start and end dates)

I have read and understand the Law Society's *Guidelines for the Education and Guidance of Articling Students* (refer to Law Society website). I will use my best efforts to ensure that the Guidelines are met.

I DO SOLEMNLY DECLARE that the statements contained in this Application are complete and true in every respect.

AND I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath, and by virtue of the *Canada Evidence Act*.

DATED this _____ day of _____, 20____.

Signature of Applicant

**APPLICATION TO ACT AS PRINCIPAL
AUTHORIZATION AND RELEASE
RULE 704**

I, _____, hereby authorize the Saskatchewan Lawyers' Insurance Association ("SLIA") to provide the following information to The Law Society of Saskatchewan (the "Law Society"):

1. Dates of all open professional liability insurance claims against me; and
2. Dates of all closed professional liability insurance claims which resulted in damages against me;

and, if requested by the Law Society, to release the SLIA files related to the claims set out above for review by the Law Society;

provided that such information will be used by the Law Society only for the purposes of my application to act as a principal, and will be treated in strict confidence.

I hereby release the SLIA, its employees, officers, directors and agents from any and all liability arising out of the release of such information to the Law Society.

DATED this _____ day of _____, 20_____.

Signature of Applicant

**ARTICLING AGREEMENT
RULE 705
Form A-2**

(November 2014) (April 2015) (May 2016)
(December 2019) (January 2020) (April 2020)
(April 2021)

Note: This Articling Agreement must be filed by the Student and the Principal/Judicial Advisor prior to commencement of articles. Failure to do so will result in a delay of the articling start date. Submit completed Articling Agreement together with applicable fee pursuant to the [Schedule of Law Society Fees and Assessments](#). (Please note: this is a separate filing fee from your Student-at-Law application fee.)

BETWEEN:

_____ of _____
(the "Principal"/the "Judicial Advisor") (the "Firm"/the "Court")

(City/Town) (Province)

AND:

_____ (City/Town) _____ (Province)
(the "Student")

The Principal/Judicial Advisor and the Student, in accordance with *The Legal Profession Act, 1990* and the Law Society Rules, agree that during the term of this Articling Agreement, they shall abide by the following terms:

1. The Student shall serve as a Student to the Principal/Judicial Advisor from _____, 20__ for a minimum period of twelve calendar months, until the Student is called to the Bar in Saskatchewan, or until this Agreement is discharged in such other manner as the Law Society of Saskatchewan may decide.
2. The Principal/Judicial Advisor accepts the Student for the term set out in paragraph 1.
3. The Student shall:
 - (a) faithfully and to the best of the Student's ability, honestly and conscientiously serve the Principal/Judicial Advisor and the clients of the Principal in the practice of law;
 - (b) at all times keep in strict confidence the business and affairs of the Principal/Judicial Advisor, the other lawyers/judges in the firm/court and the business and affairs of their respective clients in the case of a firm;
 - (c) carry out all the lawful and reasonable requirements of the Principal/Judicial Advisor and not be absent from the service of the Principal/Judicial Advisor without the consent of the Principal/Judicial Advisor;
 - (d) at all times take proper care of and account for all records, money and other property of the Principal/Judicial Advisor or other persons that are entrusted to the Student or come into the Student's custody or possession; and
 - (e) become familiar with and abide by *The Legal Profession Act*, the Law Society Rules, the *Code of Professional Conduct* and any other codes or standards authorized or established by the Society.

4. The Principal/Judicial Advisor shall:

- (a) teach and instruct the Student, or cause the Student to be taught and instructed in the practice of law and professional conduct, to the best of the Principal's/Judicial Advisor's skill and ability;
- (b) provide reasonable assistance to the Student to help the Student become competent to practise law and possess the knowledge and skill level required for call to the Bar in the Province of Saskatchewan;
- (c) be responsible for the supervision of the Student at all times, but the Principal/Judicial Advisor may allow another practising lawyer in his or her firm to supervise or assist in the supervision of the Student, in which case the Principal/Judicial Advisor and the supervising lawyer shall be jointly responsible for the conduct and actions of the Student;
- (d) advise any other lawyer who is supervising the Student of the joint responsibility set out in paragraph (c) above;
- (e) ensure that in each case where the Student is instructed to appear before a court or tribunal or where the Student is given conduct of a file, that:
 - i. except in routine matters, the client understands and agrees that the Student will be handling the matter;
 - ii. the interests of the client will not be harmed or compromised;
 - iii. the Student has been briefed on all matters and is properly prepared;
 - iv. the matter is appropriate for the Student's training, experience and ability;
 - v. the Principal/Judicial Advisor is completely satisfied that the Student is competent to handle the matter; and
 - vi. the Student has been instructed to advise the judge or presiding official of his or her name and that he or she is a Student and articulated to the Principal/Judicial Advisor.
- (f) read and understand the Law Society's *Guidelines for the Education and Guidance of Articling Students* and review same with the Articling Student;
- (g) use best efforts to ensure that the *Guidelines* are met;
- (h) allow the Student time to complete all PREP Bar admission course activities, including all assignments and attendance at the Foundation Workshops and Capstone phases of the program (which time is not to be considered vacation time).

5. In the event of any dispute arising out of this agreement, the parties agree to submit the matter to the Admissions & Education Committee of the Law Society of Saskatchewan, whose decision shall be final and binding on the parties.

IN WITNESS of this Agreement, the Student and Principal/Judicial Advisor hereby sign their names.

Signed on the _____ day of _____ 20 .

(Witness)

(Student)

(Witness)

(Principal/Judicial Advisor)

**ARTICLING AGREEMENT
(JOINT)
RULE 705
Form A-2.1**

(November 2014) (May 2016) (December 2019)
(April 2020) (April 2021)

Note: This Articling Agreement must be filed by the Articling Student and the Principal prior to commencement of articles. Failure to do so will result in a delay of the articling start date. Submit completed Articling Agreement together with applicable fee pursuant to the [Schedule of Law Society Fees and Assessments](#). (Please note: this is a separate filing fee from your Student-at-Law Application fee.)

BETWEEN:

_____ (“Articling Student”) _____ (City/Town) _____ (Province)

AND:

_____ of _____
 (“Principal 1”) (Firm)
_____ _____
 (City/Town) (Province)

AND:

_____ of _____
 (“Principal 2”) (Firm)
_____ _____
 (City/Town) (Province)

(Principal 1 and Principal 2, jointly referred to as the “Principals”)

The Principals and the Articling Student, in accordance with *The Legal Profession Act, 1990* and the Law Society Rules, agree that during the term of this Articling Agreement, they shall abide by the following terms:

1. The Articling Student shall serve as an articling student to Principal 1 from _____, 20__ and to Principal 2 from _____, 20__ for a total minimum period of twelve calendar months, until the Articling Student is called to the Bar in Saskatchewan, or until this Agreement is discharged in such other manner as the Law Society of Saskatchewan may decide.
2. The Principals accept the Articling Student for the term set out in paragraph 1.

3. The Articling Student shall:

- (a) faithfully and to the best of the Articling Student's ability, honestly and conscientiously serve the Principals and the clients of the Principals in the practice of law;
- (b) at all times keep in strict confidence the business and affairs of the Principals, the other lawyers in the firm and the business and affairs of their respective clients;
- (c) carry out all the lawful and reasonable requirements of the Principals and not be absent from the service of the Principals without the consent of the Principals;
- (d) at all times take proper care of and account for all records, money and other property of the Principals or other persons that are entrusted to the Articling Student or come into the Articling Student's custody or possession; and
- (e) become familiar with and abide by *The Legal Profession Act*, the Law Society Rules, the *Code of Professional Conduct* and any other codes or standards authorized or established by the Society.

4. The Principals shall:

- (a) teach and instruct the Articling Student, or cause the Articling Student to be taught and instructed in the practice of law and professional conduct, to the best of the Principals' skill and ability;
- (b) provide reasonable assistance to the Articling Student to help the Articling Student become competent to practise law and possess the knowledge and skill level required for call to the Bar in the Province of Saskatchewan;
- (c) be responsible for the supervision of the Articling Student at all times;
- (d) ensure that in each case where the Articling Student is instructed to appear before a court or tribunal or where the Articling Student is given conduct of a file, that:
 - i. except in routine matters, the client understands and agrees that the Articling Student will be handling the matter;
 - ii. the interests of the client will not be harmed or compromised;
 - iii. the Articling Student has been briefed on all matters and is properly prepared;
 - iv. the matter is appropriate for the Articling Student's training, experience and ability;
 - v. Principal 1 or Principal 2 (as applicable) is completely satisfied that the Articling Student is competent to handle the matter; and
 - vi. the Articling Student has been instructed to advise the judge or presiding official of his or her name and that he or she is an Articling Student and articulated to the Principal 1 or Principal 2 (as applicable); and
- (e) read and understand the Law Society's *Guidelines for the Education and Guidance of Articling Students* and review same with the Articling Student;
- (f) use best efforts to ensure that the *Guidelines* are met;
- (g) allow the Student time to complete all PREP Bar admission course activities, including all assignments and attendance at the Foundation Workshops and Capstone phases of the program (which time is not to be considered vacation time).

- 5. In the event of any dispute arising out of this agreement, the parties agree to submit the matter to the Admissions & Education Committee of the Law Society of Saskatchewan, whose decision shall be final and binding on the parties.

IN WITNESS of this Agreement, the Articling Student and Principals hereby sign their names.

Signed on the _____ day of _____ 20_____.

(Witness)

(Articling Student)

(Witness)

(Principal 1)

(Witness)

(Principal 2)

**LAW SOCIETY OF SASKATCHEWAN
AFFIDAVIT OF LAWYER OR JUDICIAL ADVISOR
WITH WHOM THE STUDENT HAS SERVED UNDER ARTICLES (RULE 714)
FORM A-9**

(February 21, 2000) (February 2011)
(November 2014) (April 2015)
(December 2019) (April 2020)

CANADA
PROVINCE OF SASKATCHEWAN
TO WIT:

I, _____, of the _____
(Principal/Judicial Advisor) (City/Town)

in the Province of Saskatchewan, hereby declare:

- 1) That pursuant to an Articling Agreement, _____
_____ served as a student-at-law from _____, 20____, to _____, 20____
_____, both inclusive, in my office at the _____ of _____, in
the Province of Saskatchewan.
- 2) The said student during the whole of the said period was engaged as a student-at-law under my
personal supervision and was not at any time absent except from _____
_____ to _____ when he/she was _____
_____ and not at any time absent without my permission.
- 3) The said student has not to my knowledge since commencing Articles been engaged in or
concerned in any profession, trade, business, or employment other than as a student-at-law,
except:
- 4) During the whole of the said period I was engaged in the active practice of my profession.
- 5) I verily believe that the said student is suitable to be admitted as a lawyer.
- 6) AND THAT the statements contained in this my Affidavit are complete and true in every respect
and I make this declaration believing it to be true and knowing that it is the same force and effect
as if made under oath.

DECLARED BEFORE ME at the _____)
of _____, in the _____)
Province of Saskatchewan, _____)
this _____ day of _____,)
20____. _____)
_____)
_____)

(Signature of Principal/Judicial Advisor)

A Commissioner for Oaths/Notary Public

APPENDIX B

GUIDELINES FOR THE EDUCATION AND GUIDANCE OF ARTICLING STUDENTS



LAW SOCIETY OF SASKATCHEWAN

Guidelines for the Education and Guidance of Articling Students

The articling experience is a cornerstone in the development of competent young lawyers. Throughout their articles, students learn from their Principals as well as the lawyers with whom they work. While Principals have the primary obligation to supervise their students, every lawyer who works with a student shares in that obligation. The Law Society of Saskatchewan (the “Law Society”) relies on both Principals and firms to ensure students become competent and ethical professionals. To ensure this goal is met, Principals and firms that wish to take on an articling student are asked to implement policies and measures to ensure the following guidelines are met:

I) Terms of Employment

Pursuant to The Saskatchewan Employment Act, a student-at-law is an employee and, therefore, entitled to the benefits and protections afforded by the Act. The terms and conditions of employment should be discussed and settled with the student both when the student is hired and again when the student commences articles. The firm and its students should have a common understanding on issues such as:

- 1) Remuneration, including bonuses;
- 2) Vacation time (students are entitled to three weeks’ vacation within the articling year);
- 3) Reasonable time away for illness or personal reasons as may be approved by the principal, so long as the principal is satisfied that it is not detrimental to the student’s articling experience;
- 4) Responsibility for articling expenses such as student-at-law admission fees and PREP Bar admission course fees;
- 5) Benefits or privileges offered by the firm;
- 6) The amount of time the student is expected to work.

II) Orientation to the Firm

Upon commencement of a student’s articles, a member of the firm should review:

- 1) The responsibilities of office personnel;
- 2) Lines of authority and supervision;
- 3) Procedures for requesting work assignments;
- 4) Accounting billing and timekeeping procedures;
- 5) Special policies or practices regarding correspondence, trust conditions, admission of service, etc.;
- 6) Policies and safeguards respecting client confidentiality, including destruction of documents;

- 7) Procedures for opening, maintaining and closing files.

III) Ethics and Professionalism

- 1) Students must become intimately familiar with the ethical obligations placed on members of the legal profession. Students should be impressed with the importance of becoming familiar with the *Code of Professional Conduct*, the Law Society Rules and the *Legal Profession Act*.
- 2) Every effort should be made to ensure students are sensitive to ethical issues arising in practice and practical examples should be identified and discussed with students whenever possible.
- 3) Efforts should be made to identify and discuss the courtesies and civilities that are expected of lawyers. Principals and other firm-members should, in all matters, display the highest levels of professionalism.
- 4) Extra effort should be made to demonstrate professional communications, whether in meetings or telephone discussions with clients or other lawyers, appearances before courts or tribunals or daily encounters with office staff or the general public. Students should be shown the importance of acting in a professional manner in every situation.

IV) Mentoring and Teaching

Students will learn primarily through the daily handling of files. Principals and firm-members must help foster this learning by:

- 1) Providing appropriate supervision and ensuring that students are not overwhelmed by the complexity of the tasks provided to them.
- 2) Taking the time to provide rich feedback, including both constructive criticism as well as encouragement.
- 3) Describing to students the background of a file, including the client's interests and objectives and the reasoning behind the tasks they have been assigned. Students will learn more effectively if they understand how their work fits into the overall context of a file.
- 4) Leading by example (e.g. demonstrating how best to complete a task; including students in meetings, interviews, hearings, etc.).
- 5) Providing students with opportunities to practice and develop their lawyering skills.

V) Workload and Expectations

- 1) Principals should take the lead in monitoring their student's workload, but all lawyers should be cognizant of the number of files on a student's desk. Students are generally hesitant to say no to anything asked of them and are often asked to do work by more than one lawyer.

- 2) Delegate effectively. Ensure that instructions are clear and allow the student to see the project through to the end.
- 3) When assigning a task, ensure to provide students with a timeline for completion. Students should be given guidance as to the priority of the work assigned, particularly when work is assigned by more than one lawyer.
- 4) Repetitive or routine professional duties and mundane tasks should be minimized, particularly when they provide little to no educational value.
- 5) Every attempt should be made to ensure students receive the broadest experience possible. Principals and firm-members should actively work to provide students with exposure to as many different experiences and areas of law as possible.

VI) CPLED Bar admission course

Students seeking admission to the Saskatchewan Bar must successfully complete the Practice Readiness Education Program (PREP) Bar admission course from the Canadian Centre for Professional Legal Education (CPLED).

During PREP, firms must provide students with a computer and programs necessary to meet the technical requirements of the Desire2Learn (D2L) learning platform, as well as sufficient time to complete all assignments and attend the Foundation Workshops and Capstone phases of the program (which is not to be considered vacation time). To view the PREP schedule, which includes detailed information on the different phases of the program and time estimates for each, please visit cpled.ca.

APPENDIX C
ARTICLING CHECKLIST

Articling Checklist

Reflective of a standard derived from the *National Entry to Practice Competency Profile for Lawyers*

I. Mentorship & Teaching

The articling experience should afford appropriate mentorship and guidance to students. Principals should work with students to set articling expectations, provide appropriate direction and supervision, be available for questions, and offer timely advice and feedback.

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Discussion regarding limits on student practice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Discussion of articling goals, expectations, and workload		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Received appropriate supervision and direction on files assigned		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Discussion of the type of work the student is assigned with a view to giving the student as much varied experience as possible during the articling period		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Ongoing opportunity to discuss legal problems (law, evidence, procedure, etc.) with principal and other lawyers in the firm		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Regular feedback and review (formal and informal)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Knowledge/Substantive Law

The Law Society recognizes that the articling experience of individual students will vary and that principals will not be able to offer training in all areas of substantive law. Students should, however, receive training in several practice areas. If this is not possible, secondments and/or joint articles should be considered.

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Involved in the following practice areas:					
	a. Administrative;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Civil Litigation;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Contracts;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Corporate / Commercial;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Criminal;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	f. Debtor / Creditor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	g. Family Law;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	h. Immigration		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	i. Intellectual Property		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	j. Labour and Employment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	k. Real Estate;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	l. Wills / Estates;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	m. Other: _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Conducting Matter

Through the articling term, students should gain experience in conducting a range of matters handled by lawyers on a regular basis. This includes interviewing and advising, drafting, and the preparation of research documents (legal memoranda and opinion letters).

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Identified client goals and objectives on matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Gathered facts through interviews, searches and other methods		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identified applicable areas of law		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sought additional expertise when necessary		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Conducted legal research and analysis, including:					
a. Using research tools such as CanLII, Westlaw, LexisNexis Quick Law		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Drafting research memos		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Drafting opinion letters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developed case strategy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Identified mode of dispute resolution		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conducted due diligence (including ensuring all relevant information was obtained and reviewed)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Drafted documents, including:					
a. Opinion letters and demand letters		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Affidavits/statutory declarations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Written submissions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Simple contracts/agreements and releases		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Legal accounting (e.g., statements of adjustment, marital financial statements, estate divisions, bills of costs)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Negotiated a resolution of a dispute or legal problem		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Reviewed financial statements and/or income tax returns		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Ethics and Professionalism

The articling experience should teach students to recognize and understand a lawyer's ethical responsibilities. Throughout the articling term, students should be given necessary guidance to identify, analyze and resolve ethical problems in a manner consistent with appropriate professional attitudes and behavior. Specifically, students should be exposed to and given explanation on: client confidentiality, conflict of interest, and other common ethical issues.

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Identified ethical issues and problems that arose or might arise in practice, including discussion of obligations outlined in the Code of Conduct, the Law Society Rules and the Legal Profession Act		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Engaged in critical thinking about ethical issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made informed and reasoned decisions about ethical issues		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

V. Practice Management

Through the articling term, students should gain an understanding of appropriate practice management. Specifically, students should be familiar with methods of managing time, files, finances (billing and accounting), as well as being able to delegate and provide appropriate supervision. The following items should provide students with general instruction on how to manage their law practice on a day-to-day basis.

	Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1. Managed time (including prioritizing and managing tasks, tracing deadlines)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Practiced delegating tasks (e.g. to assistant) and provided supervision		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managed files, including:					
a. Opening and closing files		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing or working with checklists		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sending files for filing or storage		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Participated in or discussed the management of finances (billing and trust accounting)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Learned to use:					
a. Client conflict management system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Time tracking (docketing time)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Limitation reminders		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Bring forward system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. System for trust accounting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. System for general accounting		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. System for client records and files		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Practice checklists		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Billing and collection system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VI. Client Relationship Management

The articling experience should teach students to effectively manage client relationships. Students should participate in initial client interviews and understand the requirements of the Law Society with respect to the records and checks required during such meetings. Additionally, through instruction, students should understand the importance of timely and ongoing client communications, including reporting at the conclusion of a matter.

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Observed, participated in, and/or conducted initial client interviews, including:					
	a. Confirming who is represented and who is providing instructions		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Confirming the client's identity pursuant to applicable standards/rule		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Assessing the client's capacity and fitness (if applicable)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Discussing and set fees and retainers.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Reviewed, revised, and/or drafted a retainer letter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Identified need for independent legal advice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Documented client consent, client instructions, and advice provided		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Helped maintain regular client communication, including participating in client meetings and preparing correspondence to keep clients apprised of progress in their matter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Addressed outstanding client concerns at matter conclusion		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Reviewed, revised, and/or drafted an exit/reporting letter		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII. Adjudication/Alternative Dispute Resolution

The articling term should afford students the opportunity to identify core elements of a dispute and resolve disputes through the use of adjudication or alternative dispute resolution. At the outset of the articling term, students should have the opportunity to accompany lawyers to a variety of appearances (contested motions, trials, appearances before administrative bodies). As the student and the term progresses, the student should participate personally in small claims matters, negotiations, contested and uncontested motions. Likewise, responsibility in drafting of litigation documents should be graduated with time and experience.

		Y (Yes), N (No), E (Expected), NA (Not Applicable)	Y	N	E	NA
1.	Discussed effective strategy for resolution of dispute		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Attended or taken part in any form of Alternative Dispute Resolution (e.g. mediation)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Drafted litigation documents, including:					
	a. Pleadings (e.g., Statement of Claim, Reply, Petition, Originating Notice)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	b. Affidavit for use in court proceeding		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	c. Statement of documents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	d. Chambers application		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	e. Argument for use in court or chambers		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Y (Yes), N (No), E (Expected), NA (Not Applicable)

	Y	N	E	NA
d. Brief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Court order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Bill of Costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Appeal Book	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Factum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepared or responded to a motion or application (civil or criminal)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Observed, participated in, and/or conducted interviews and briefing of witnesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Attended court or tribunal to speak to routine matters, including:				
a. Speak to a consent judgment or any matter by consent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adjourn a matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Argue motion/application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Conducted a simple hearing or trial before an adjudicative body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Participated in the Simplified Procedure Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Examined a witness in court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Cross-examined a witness in court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Attended a trial with your principal or another lawyer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Took out a judgement at court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Obtained a Writ of Execution and filed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII. General

If not mentioned above, please list other legal activities that the student has undertaken (use point form):

Click or tap here to enter text.

Other comments:

Click or tap here to enter text.

APPENDIX D
PREP BAR ADMISSION
COURSE SCHEDULE

Practice Readiness Education Program June 2021 Schedule



Phase One

Procertas Legal Technology Assessment

Earn qualified or expert certification in Word and at least one other program (Excel, PowerPoint or Adobe Acrobat) before gaining access to PREP materials in D2L.

Upload the two Procertas badges to D2L to gain access to the PREP Orientation.

Foundation Modules

Online self-directed study

PREP materials, including the orientation will open on June 1, 2021 to approved registered students. Students will receive access to program materials after completing a two-hour online orientation and passing a multiple-choice quiz.

Foundation Module	Estimated Hours	Suggested Completion Deadline
The Effective Lawyer	11	Friday, July 2, 2021
Professional Ethics	11	Thursday, July 8, 2021
Indigenous Law, Cultures and People	10	Tuesday, July 13, 2021
Client Relationship Management	5.5	Saturday, July 17, 2021
Interviewing	4	Wednesday, July 21, 2021
Negotiating	4	Saturday, July 24, 2021
Advocacy	4	Wednesday, July 28, 2021
Legal Research, Fact Gathering and Case Management	10.5	Tuesday, August 3, 2021
Legal Writing	3.5	Friday, August 6, 2021
Legal Drafting	3.5	Monday, August 9, 2021
Practice Management and Trust Accounting	9.5	Sunday, August 15, 2021
Technology Skills and Tools	8.5	Thursday, August 19, 2021
Multimedia: Legal Skills in Action	8	Monday, August 23, 2021
Multimedia: Practice Management in Action	3	Friday, August 27, 2021

~3 to 6 hours

~100 to 110 hours

Phase Two

Foundation Workshops

5-day workshops

Students will be engaged in five full days of workshop activities. Students and firms should plan for students being away from the office.

Prework opens August 27, 2021

Schedule A:

September 27 to October 1, 2021 offered in Calgary, Edmonton, Halifax, Regina and Winnipeg

Schedule B:

October 4 to 8, 2021 offered in Calgary, Edmonton, Halifax, Saskatoon and Winnipeg

Schedule C:

October 18 to 22, 2021 offered in Calgary, Edmonton, Halifax, Regina, Saskatoon and Winnipeg

**When selecting a schedule from the list above you will automatically be registered for the corresponding schedule for the Capstone.*

~20 hours of prework

38 hours in session

~1 to 2 hours of homework/night

Phase Three

Virtual Law Firm

Online simulated rotations

Students will work through simulated client files managing multiple aspects of the file throughout its lifecycle, while receiving feedback from trained Assessors and coaching from their Practice Manager.

Business Law	October 30 to December 9
Criminal Law	January 3 to January 29
Family Law & Real Estate	January 30 to March 10

~ 85 hours over 3 months

Phase Four

Capstone

4-day Capstone assessment

Students will be engaged in four full days of activities and assessments. Students and firms should plan for students being away from the office.

Schedule A:

March 14 to 17, 2022 offered in Calgary, Edmonton, Halifax, Regina and Winnipeg

Schedule B:

March 21 to 24, 2022 offered in Calgary, Edmonton, Halifax, Saskatoon and Winnipeg

Schedule C:

March 28 to 31, 2022 offered in Calgary, Edmonton, Halifax, Regina, Saskatoon and Winnipeg

30 hours

Registration opens on April 7, 2021, at www.cpled.ca. At the time of registration, students will select their desired schedule for phases two and four of PREP.

Registration closes on Friday, June 25, 2021.

The late registration deadline is Thursday, July 15, 2021, and the Change in registration deadline is Monday, August 23, 2021.

Proof of a Canadian common law degree or Certificate of Qualification and tuition fees are due before gaining access to PREP materials.

**Schedule is subject to change. Enrollment into desired schedule is subject to availability.*

Canadian Centre for Professional Legal Education (CPLED)

Suite 700, 333 11 Ave SW
Calgary, AB T2R 1L9
1.833.549.1571
www.cpled.ca

PREP Program Schedule June 2021

The June 2021 Practice Readiness Education Program (PREP) schedule was downloaded and posted here on April 16, 2021. Any changes to the June 2021 PREP Schedule would be posted here: <https://cpled.ca/students/cpled-prep/program-schedule/>.

The December 2021 PREP schedule was not yet available at the time of publishing the Handbook.

