



JUDICIAL  
COLLEGE

## STRATEGY OF THE JUDICIAL COLLEGE 2018-2020

### Context

1. The Constitutional Reform Act 2005 imposes on the Lord Chief Justice responsibility for the training of the judiciary of England and Wales, fee paid and salaried judges, magistrates and legal advisers known in this document as ‘judicial office holders’.<sup>1</sup>
2. The Tribunals, Courts and Enforcement Act 2007 imposes on the Senior President of Tribunals responsibility for the training of judges and other members of tribunals. Section 2 stipulates members of tribunals be experts in the relevant subject-matter and law and that tribunal proceedings be handled quickly and efficiently. His duties extend to judges and other members of tribunals in reserved tribunals across the UK.
3. The responsibility for training in some tribunals is expected to change as a result of devolution decisions in Scotland. The College will monitor and respond to the training implications of the divergence of (devolved) law passed by the Welsh Assembly.
4. The Coroners and Justice Act 2009 empowers the Chief Coroner, with the agreement of the Lord Chancellor, to regulate the training of (a) senior coroners, area coroners and assistant coroners; (b) the Coroner and Assistant Coroners for Treasure; (c) coroners' officers and other staff assisting persons within (a) or (b). This latter category are staff employed by Local Authorities, not judicial office holders, but their training in support of judiciary is the responsibility of the College.
5. Further ‘case officer’ administrative functions may be created and legislative changes may bring these functions, or their judicial supervision, within the College’s responsibilities.

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<sup>1</sup> Except for those listed in paragraph 4(c).

6. Increased digitalization via HMCTS reforms will require greater IT capability and enhanced judicial leadership skills in areas such as change management.
7. The College expects to deliver more induction training to support increasing flexibility of judicial deployment across courts and tribunals when workload fluctuates.
8. Exit from the European Union is likely to create legislative changes and as yet unknown training needs.
9. Continued austerity is likely, so makes it imperative the College delivers training as cost-effectively as possible.
10. The strategy of the College for 2018-2020 is in four sections:
  - (1) Vision;
  - (2) Overriding objective;
  - (3) Governing principles;
  - (4) Implementation

### **Vision**

11. The vision of the College is to maintain its position as a recognised world leader in judicial education and training.

### **Overriding objective**

12. The overriding objective of the College is to provide training of the highest professional standard for judicial office holders using methods which represent value for money and:
  - (1) strengthen the capacity of judicial office holders to discharge their judicial functions effectively including any leadership and management functions;
  - (2) enhance public confidence in the justice system
  - (3) treat the training of fee-paid and salaried judicial office holders in the same roles with parity;
  - (4) promote the professional development of judicial office holders and support career progression;
  - (5) satisfy the business requirements of judicial leaders.

### **Governing principles of training**

13. Judicial training has three elements:
  - (1) substantive law, evidence and procedure and other expertise;

- 2) acquisition and improvement of judicial skills including any leadership and management skills;
  - (3) social context of judging.
14. 'Social context' includes diversity and equality integral to the training programmes. Judges need to relate to and communicate effectively with all manner of people from a variety of backgrounds with different capacities, needs and expectations.
15. There are areas of knowledge and expertise common to all judicial office holders. Where appropriate the College will design and deliver training programmes in these common areas at both induction and continuation levels, which can be delivered across the jurisdictions. This responsibility will be overseen by the College's Faculty.
16. All newly appointed and newly assigned judicial office holders will receive induction training.
17. All judicial office holders will undertake continuing training but wherever feasible will have choice in the elements which meet their training needs.
18. Training will be designed and delivered by practising judicial office holders or by trainers with professional skills under judicial direction.
19. Judicial office holders who design and deliver training will receive help and advice.
20. Face-to-face training and e-learning are core methods of judicial training and may be stand alone or blended.
21. The most effective Face-to-face training requires active participation and gives the opportunity to practise and develop skills.
22. The most effective e-learning requires participation in interactive learning online.
23. Training will be evaluated proportionately with a view to development, improvement, and value for money.
24. The College will participate in international training projects which reinforce the judiciary's position as a key, independent institution of democratic governance, working collaboratively and aligned with the overall judicial international strategy.
25. The College Faculty leads Cross-jurisdictional work. The Faculty sits within the College and is a central resource to develop best practice for pervasive faculty themes and in the delivery and design of the governing principles set by the Judicial College Strategy.

26. Pervasive faculty themes are activities, skills, and knowledge applicable and common to all judicial office holders and which fall within all jurisdictional boundaries.
27. The College will review its arrangements for training accommodation to ensure suitability and value for money.
28. The College will aim for broad consistency of training provision between courts and tribunals.
29. The College is committed to social mobility, contributing to diversity in the judiciary.

### **The Strategy 2018-2020**

30. The Faculty will develop pervasive elements of judgecraft training for use in induction and continuation seminars.
31. The Faculty will liaise with jurisdictional training leads and course directors on delivery of pervasive and jurisdictional elements.
32. The Faculty will, with the Diversity Committee of the Judges' Council, consider how it could contribute to diversity in judicial appointments.
33. With senior leadership judiciary, the College will develop and deliver the Leadership and Management Development Programme and supplemental activities, particularly in the context of HMCTS reform and of flexible career paths.
34. The College will develop its Learning Management System to be a trusted and easily navigable source of current and archived material to support Face-to-face and e-learning relating to jurisdiction specific training and pervasive faculty themes.
35. With senior judiciary in Ireland, Northern Ireland, Scotland and Wales and the Training Institute in Scotland, the College will aim to ensure effective cross border cooperation and shared practice.
36. The College will aim to reflect the increasing impact of legislation by the Welsh Assembly and Scottish Parliament on the training needs in Wales and Scotland, through bespoke jurisdictional training and reflecting the differences within continuation training. Where it does not have this responsibility, upon request it will make available any spare places on a paid basis to judiciary in Wales and Scotland.
37. The College will expect other government departments or legislators to fund training arising from their policy or legislative changes.

38. To maintain its position as a world leader the College will aim to:
- (1) develop a strategic long-term international training approach with other government departments and organisations aligned with other international priorities;
  - (2) take an active part in the European Judicial Training Network, the International Organisation for Judicial Training and the United Kingdom & Ireland Judicial Studies Council;
  - (3) design, and deliver programmes and materials for international use, particularly in judicial conduct and ethics, judicial skills and training the trainers;
  - (4) deliver international training on a cost neutral basis.
39. The College will promote awareness of its work among judicial office holders and the wider community by devising and implementing a communications strategy to enhance public confidence.

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