



Justices Training Committee of the Judicial Institute (JTCJI)

Annual report to the Lord President for the period January to December 2021

March 2022

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Please note that the following Appendices should be read in conjunction with this report:

Appendix A: collated JTAC Sherifffdom Training Reports

Appendix B: Post-course feedback from a section of Judicial Institute courses run in 2021

1. Introduction

In terms of the [Justices of the Peace \(Training and Appraisal\) \(Scotland\) Order 2016](#), (*the 2016 Order*) the content, scrutiny and reporting on training of justices of the peace (JPs) is delegated to the Justices Training Committee of the Judicial Institute (JTCJI).

This annual report provides the quality assurance required by the Lord President under articles 7(4) and 11(3) of the 2016 Order. The JTCJI has no recommendations to make to the Lord President in terms of the 2016 Order.

1.1 Purpose of the Report

This Report is required in terms of articles 7 and 11 of the 2016 Order which provides:

“Annual report to the Lord President

7. — (1) By 31st March each year, the JTCJI must submit a report to the Lord President in such form as the Lord President may require.

(2) Except in relation to the report mentioned in paragraph (4), a report must give an account and an evaluation of all Justices’ Training and Appraisal Committee (JTAC) training, any other learning and development activities delivered by the JTACs and all Judicial Institute training provided during the previous year.

(3) A report may contain recommendations in relation to JP training.

Functions of a JTAC [Justices’ Training and Appraisal Committee]

11.—(1) A JTAC must—

(f) Subject to paragraph (3), provide the JTCJI by 28th February each year with such information, and in such format, as the JTCJI may require for the purposes of producing its report to the Lord President under article 7;”

This report contains:

- (a) The collated JTAC Reports as required by article 7(4) of the 2016 Order (Appendix A); and

(b) An analysis of the training delivered by the Judicial Institute (JI) and the JTACs during the 2021 training period.

This report should be read in the context of the Covid-19 pandemic. At the start of 2021 the Justice of the Peace courts were generally not running which presented challenges for JPs, but they restarted nationally on 7 June 2021 and have been operational since then. Sherifdoms worked to ensure that the negative effects of periods without courts were mitigated by signposting and providing suitable refresher materials for learning and development.

2. Number of JPs

At the start of 2021, there were **247 JPs** in Scotland and, taking into account JPs' resignation or retirement, there were **221 JPs** at the end of 2021.

2021 is the second year of the three year training cycle (2020 / 21 / 22) with the first complete cycle being 2017 / 18 / 19. In the period from 1 January to 31 December 2021 **87 JPs** attended Judicial Institute ("JI") courses.

3. National Training Programme and JTCJI directions

3.1 In terms of article 6(1) of the 2016 Order, by no later than 30 September each year the JTCJI is required to set out the National Training Programme for the following year. This includes the up to date national curriculum, details of JI training, and any topics prescribed for delivery by JTACs in the following year. The JI is on track to meet this requirement in September 2022 for the 2023 training year.

3.2 In 2020 no topics were prescribed for delivery by JTACs in 2021. The JTCJI made a policy decision in 2017 that national training topics would be prescribed in exceptional circumstances only.

4. Sherifdom Training Reports – Quality Assurance

4.1 The majority of JP training takes place locally. This means that within the parameters set by the national curriculum, the policy as decided in 2017 (see paragraph 3.2) in respect of the National Training Programme, and any JTCJI directions, JTACs have flexibility to decide on local training topics to meet local needs.

4.2 As a result, the focus of the JTCJI is not to influence the topics to be prioritised by JTACs, but rather to set educational standards for JTAC training and establish processes for the quality assurance of JTAC training.

4.3 The JTCJI annual report and National Training Programme introduced following the 2016 Order have been successfully used as a method of quality assurance. The programme and report, which involves each JTAC utilising an established template, are complimentary and are the basis of that quality assurance framework. Evidence suggests that since 2017, when the changes in the 2016 Order were implemented, this approach is working well. The report style was streamlined by the JTCJI in the second half of 2021 in order to produce more concise reports.

4.4 The JTCJI's overall analysis of the JTAC reports is now based on the following two headings:

1. analysis of the overall training plan
2. evaluation of feedback received over the 12 month period

4.4.1 Analysis of the overall training plan

This section of the template asks the JTACs:

“Please provide your overall analysis of the impact of your training plan and the courses you delivered.

Please reflect on:

- *How the training needs of justices of the peace in your sherifdom were identified, considering the training objectives contained in the [national curriculum](#) for justices of the peace, and the prospectus for Judicial Institute training.*
- *The training expertise, methods and delivery approaches used.*
- *Any changes that were made to your plan. Please include your updated course schedule as Appendix A to this report, highlighting any changes to your original plan.”*

Needs analysis

Across the reports there is evidence of a clear focus on the *'training cycle'*.

The Tribunal Training Framework explains that the training cycle starts with needs analysis and concludes with evaluation. Needs analysis across the sheriffdoms evidenced a comprehensive process by the JTACs. The high-level learning objectives contained in the national curriculum were used as a starting point and supplemented by the following:

- evaluation questionnaires;
- appraisals;
- assessment of legislative changes, case law and appeals;
- reflections on local court issues;
- procedural changes due to the Covid-19 pandemic;
- post-court discussions; and
- consultation with JPs, Legal Advisers (LAs), justice partners and the Judicial Institute.

Lothian and Borders (L&B) and North Strathclyde (NS) sheriffdoms reported the importance placed on maximising training to refresh knowledge and understanding given the long periods when JPs were unable to sit.

JTACs mapped their training delivery to the national curriculum as required under the 2016 Order. In most sheriffdoms more hours than the minimum were planned in 2021 in order to give JPs the chance to choose courses that met their individual learning needs. All sheriffdoms offered sufficient learning opportunities to enable JPs to comply with their statutory obligation of twelve hours' training. It should be noted that in 2021 the JTCJI agreed that for a limited time six training hours could be allocated to self-directed study. This was closely monitored by the sheriffdoms.

Most sheriffdoms reported on the need to produce a stripped down training programme taking into account the uncertainty brought about by the pandemic. For example in Grampian, Highland and Islands (GH&I) the 2021 programme was framed to take account of the uncertainties of the continuing pandemic and built upon the lessons learnt from 2020. This included many of the courses being easily adaptable to be delivered live online via WebEx Meetings if necessary.

One sheriffdom reported that some training sessions could not be delivered in the intended format, namely practical sessions aimed at refreshing skills in using technology in court. JPs were instead supported to engage in the use of technology within the court setting (GH&I). Some learning was postponed and rescheduled, including training on bail and some court observations, and some learning was replaced by additional online materials (G&S).

Priorities for Training

Core content

Programmes as planned contained the core content normally delivered: road traffic law, sentencing, court craft and case management. JTACs recognised that these key areas are the focus of local and national training and commented that the training regimes complement one another. The temporary suspension of the JP courts, bringing the potential for JPs to feel less confident and deskilled, prompted JTACs to re-evaluate the most pressing needs. This led to prioritising refresher training on court craft as well as confidence building and communications. Other topics included: domestic abuse; Community Payback Orders; special reasons and exceptional hardship; granting warrants, and sentencing process guidelines.

Social context

The training programmes evidenced the JTACs understood the need to deliver training within the social context. Many sheriffdoms offered training around this subject, with G&S providing JPs with a number of online resources.

Court observation

A number of sheriffdoms were able to facilitate virtual visits to courts. L&B and South Strathclyde, Dumfries and Galloway (SSD&G) both provided JPs with the opportunity to take part in Sheriff Appeal Court virtual visits where they were able to observe the court proceedings. Tayside, Central and Fife (TC&F) offered Sheriff Court and different JP court observations by request, and a number of JPs took up the offer.

Annual training conference

Although it was not possible to hold annual training conferences in 2021, JTACs recognised the importance of social networking to enable JPs to meet colleagues, sheriffs and other speakers as well as to share best practice and experience to

promote learning and development. NS JPs were surveyed about the annual conference, and the overwhelming majority were in favour of a residential conference in 2022, emphasising the importance of the event given the geographically spread of the sheriffdom.

Sharing of training resources

SSDG developed a training session on “The Law Relating to Hearsay Evidence” which was facilitated by a legal adviser. Due to the success and general relevance of the training, it was offered to other sheriffdoms, namely NS and L&B who benefited from the sharing initiative.

Training delivery

Due to the pandemic lockdowns and social distancing, the majority of face to face training was cancelled for 2021, except for a small number of training sessions introduced when restrictions were eased in November / December 2021. Remote delivery replaced face to face courses. The need to utilise varied methods, tools and techniques was understood and evidenced. A tailored blend of methodologies was chosen to enable JPs to learn in a way that best suited their learning preferences and acknowledge their diverse range of backgrounds.

Workshops, presentations, Q&A sessions, Brief Notes, scenario based exercises, small group discussions, court observations, online resources and mock courts were widely recognised as options available which could be offered as appropriate.

4.4.2 Evaluation of courses delivered

This section of the JTAC report template asks for the JTAC to report on:

- *Your method of training evaluation conducted and the results of the evaluation taken.*
- *Any lessons learned and action taken to further improve future training.*

Across the reports there was evidence of a clear focus on the training cycle. There was evidence that in-depth evaluation of courses and the whole year (the last stage of the cycle) was informing the ongoing needs analysis in each sheriffdom for the following year’s training (the first stage in the cycle 2023 - 2025).

Methods of Evaluation

In the evaluation of the courses, JTACs continued to employ a variety of different methods and use a variety of forms.

Some JTACs sought evaluation of individual courses / materials and others sought feedback on the revised programme overall. An anonymised feedback sample was collected by four sheriffdoms for this year. Most sheriffdoms requested individual evaluation forms be completed by participants for each course, while G&S decided not to issue individual course evaluation forms but asked JPs specifically to consider and evaluate the year as a whole.

- Most JTACs sought qualitative feedback;
- Most JTACs created summaries of feedback on individual courses or longer programmes and these were discussed at JTAC meetings to improve delivery or influence future content;
- Some JTACs sought quantitative feedback;
- Some JTACs have analysed evaluation form return rates and the fullness of feedback; and
- Some JTACs have sought specific feedback in respect of online resources.

JTACs analysed feedback thoroughly to facilitate continuous improvement throughout the year which informed the current and the future training programme.

Feedback and improvements to training

All the sheriffdoms provided examples of feedback received from JPs, and some included specific lessons learnt:

- SSD&G - A small number of JPs suggested that breakout groups could be used within the training sessions, and that will be looked into for 2022. It also noted that more evening training sessions would be appreciated, as a number of JPs struggle to attend day time events due to work commitments.
- NS - JPs indicated that sessions should be no longer than two hours long. Any longer was counter-productive, tiring and resulted in a loss of concentration. That has been implemented and will be considered for future sessions.

- L&B – received feedback highlighting the possibility of continuing remote learning as method of delivery. Although it cannot completely replace face-to-face training, it has the benefit of minimising travelling times to attend training and has cost-saving implications.
- G&S - JPs expressed a wish a return to face to face training when possible, being able to interact with other JPs to discuss changes in the law and procedure was highlighted as a support and an asset.
- TC&F - some JPs preferred remote learning because of the convenience. In the main, most JPs commented that they preferred face to face training but were grateful that quality training was still being delivered. The plan is to incorporate some elements of remote training in future years with a blended approach to the delivery of training.

4.4.3 Self-study principles for 2021 / 2022

In response to the pandemic the JTCJI discussed and agreed principles for self-study. These were reviewed in the second half of 2021 and were extended into 2022. They are as follows:

1. JPs should be permitted to claim up to 6 hours credit for self-study, towards the 12 hour ‘mandatory training’ requirement.
2. Self-study can only be counted towards that 6 hour maximum where:
 - a) It is aligned to the National Curriculum for Justices of the Peace; or
 - b) It arises as a result of a recommendation for an appraised Justice by an appraising Justices, to the JTAC, all in terms of s. 12(4) (e) of the 2016 Order.
3. These principles will be reviewed in the second half of 2022 after feedback from JTACs.
4. Monitoring:
 - a) Where the JI is able to assist, it will continue to provide sheriffdoms with statistical information in relation to the completion of online JI courses or resources by JPs.
 - b) Where training is designated as ‘JTAC training’, sheriffdoms will require to satisfy themselves as to completion of any self-study elements by JPs.

- c) JTACs are currently required to report back on the effectiveness of their training plans and any self-study elements should be reviewed as part of this.

Training programmes which previously allowed 2 hours self-study were updated to allow 6 hours and JTACs put in place a variety of monitoring methods for this element of their training. It was the responsibility of the individual JTACs to monitor the self-study element of training and several sheriffdoms specifically reported the monitoring methods used. For example GH&I determined whether the self-study would be credited on individual application by the JP. The sheriffdom also reported that one of the advantages of the self-study element was as a tool to promote the use of the Judicial Hub as an important learning resource. In feedback received from G&S one JP observed they “enjoyed accessing the Hub to keep abreast of what’s going on including appeals from the JP Court.”

TC&F asked JPs to submit a learning log to describe what they had learned and any benefits of that particular training.

5. Judicial Institute Courses

5.1 Overview

The principal role of the JI is in setting national standards, the national curriculum and quality assuring local delivery with a lesser but important remit to deliver core training.

Under the guidance of both the Director and Deputy Director, core courses delivered by the JI enhance and reinforce local learning utilising, where possible, the training suite to deliver mock courts and other simulations as well as peer learning across sheriffdoms.

5.2 The Core Courses

The core courses delivered by the Judicial Institute are:

- Road Traffic;
- Courtroom Communications;
- Unrepresented Accused in the JP Court; and
- Decision Making and Sentencing.

Throughout the core courses the JI commits to teaching certain topics pervasively. These include domestic abuse issues, unrepresented accused, vulnerable witnesses, equal treatment, ethics and social context.

In addition to the JI courses for JPs, a Train the Trainer course was delivered for Legal Advisers and Sheriffdom Legal Advisers. This course is described in more detail in the JI Courses section of this report.

The JI courses delivered in 2021 were designed to be delivered remotely. Each course was delivered twice in 2021. The courses included:

Courtroom Communications, 27 January 2021

Course Description and Objectives

Justices are required to exercise significant authority, which is communicated through words, tone and body language. This course concentrated on those aspects of authority related to style and professional persona. It aimed to help justices adapt the way they communicate, to express complex ideas in an understandable way and to increase flexibility of expression without sacrificing authenticity or authority.

Justices may sit infrequently and this course provided the opportunity to practice courtroom communication in a safe environment. This workshop challenged participants to enhance and reinforce key courtroom communication and management skills.

VOX Coaching lead on the theory and techniques around communication and management.

By the end of the course participants had a greater awareness of:

- Their effectiveness in courtroom communication,
- A range of techniques to ensure their words are clearly heard and fully understood,
- Their impact on others,
- A range of techniques with which to secure full engagement in court,
- How to use these techniques in common challenging courtroom situations, and
- How to respond to equal treatment issues and the social context.

Remote Delivery

The JI worked with VOX Coaching to deliver a live online learning course, based upon their existing remote course ‘Success on Screen’ and was tailored to JPs’ learning needs.

Though core communication skills remained the focus, the success on screen elements were aimed to support JPs in the event that they required to preside over remote courts. The training was delivered through a blended approach of pre and post-course video exercises as well as participation in the live online workshops. JPs accessed pre-course materials through a Handbook on the Judicial Hub which contained secure links to pre-course videos and access links to the course date.

The live online element of the course (via Zoom) comprised morning and afternoon sessions facilitated by VOX and the Directors. The JI adjusted its Live Online Learning Policy to permit the use the chat function which was a central tool for this course.

Evaluation

Some participants said they would like less time to be spent on the Success on Screen aspects and more time spent on how they could communicate in court in person. This was feedback to VOX and adjusted for the next iteration.

Once again, this course received positive feedback:

“From my point of view it covered all the main issues. Prior to the course I wasn’t sure how well it would come across online but have to say the tutor was excellent. He is very comfortable with the subject and made the day very interesting.”

JP Road Traffic, 17 February 2021

Course Description and Objectives

Road traffic cases represent the largest proportion of cases in the JP court. The course is designed to enhance and reinforce justices’ knowledge and skills in this specialist area. It ensured delegates were aware of the priorities of Police Scotland and the operation of the Drink Driving Rehabilitation Scheme. It also covered the substantive

law and procedure in relation to special reasons and exceptional hardship and provided delegates with an opportunity to raise issues of concern to them.

By the end of the course participants had a greater awareness of:

- The priorities and approach of Police Scotland in respect of road safety,
- The Drink Driving Rehabilitation Scheme,
- Special reasons and exceptional hardship law and procedure,
- The role that social context and equal treatment plays, and
- Common challenges arising in road traffic cases.

Remote Delivery

A pre-course survey was completed by all 18 participants in advance. Questions submitted in the survey were answered during the course and provided opportunities for discussion. Participants heard from Police Scotland's Road Policing Department on recurring themes in road traffic cases, followed by an information session about the Drink Driving Rehabilitation Scheme. In addition, participants considered challenging topics surrounding the law and practice of exceptional hardship and special reasons cases. The day concluded with a discussion around sentencing in notable cases.

Evaluation

After this course the JI trialed the use of breakout rooms, and found these to be very good way to provide interaction in small groups. A decision was taken that for further iterations of this, and other courses, breakout groups would be used to allow participants to learn more directly from each other, and also be more engaged in the exercises.

The course received positive feedback:

"Thanks to all at the JI for the putting together and delivering this course, especially in the challenging times. This format worked well and hopefully will be considered for future training, alongside training delivered in person, when it is possible in the future."

JP Unrepresented Accused, 5 May 2021

Course Description and Objectives

This course highlighted that the number of unrepresented persons appearing in Scottish courts is increasing and that that brings challenges in terms of the words, behaviour, and expectations of all parties in court. It highlighted that Justices have to remain impartial and ensure that justice is done and seen to be done, and that the course is intended to enhance and reinforce current practices.

By the end of the course participants had a greater awareness of:

- The common challenges arising with unrepresented accused,
- The role of the Crown and their duty to the court,
- Special reasons and exceptional hardship law and procedure,
- The role that social context and equal treatment plays, and
- How to communicate with the accused and the Crown.

Remote Delivery

This course followed a similar structure to the face-to-face version as by then the JI had successfully tested and trialed the use of the breakout groups. The 'on the bench' practice sessions was replaced with discussion / coaching sessions. New scenarios were provided for discussion based around the previous materials used in the face to face version of this course.

There were presentations about communicating with people with learning disabilities. For the next iteration of the course the number of contributors on this topic was reduced to make the session more concise and focused.

Evaluation

The face-to-face version of this course uses an electronic voting and polling system to allow participants to vote anonymously for the scenario they want to discuss. The intention had been to replicate this using the WebEx polling system. It had been tested pre-course but, in the event, was not successful as the functionality was limited by the type of device used by some of the participants. To address this the iteration of the next course used a pre-course survey to enable voting in advance.

Once again, this course received positive feedback:

“There was not necessarily one or two specific bits of knowledge that will change my approach. The training builds a greater confidence in the procedures and dealing with the unusual and the unexpected.”

JP Decision Making, 17 June 2021

Course Description and Objectives

This course is designed to give justices the opportunity to enhance and reinforce their approach by looking at different aspects of decision making and sentencing in a safe, simulated environment. Delegates were asked to complete a pre-course survey to ensure that the issues to be covered best met the needs of those attending. The course used a progressive approach, following a case through court from the pleading diet to trial and sentencing and examined the challenges that arise at each stage and the most effective way of dealing with them. It covered the ‘twelve skills of judicial decision making’, how to formulate reasons and articulate decisions, and the factors that can and should influence a sentence. Other matters covered included adjournments, continuations without plea, evidence, defective complaints, the relationship with the legal adviser and aspects of special reasons.

By the end of the course delegates had a sound understanding and greater awareness of:

- The common challenges arising out of decision making and sentencing,
- The key aspects of decision making and sentencing,
- Issues when exceptional hardship and special reasons arise,
- The role that social context and equal treatment plays,
- How to approach decision making and sentencing, and
- How to formulate reasons.

Remote Delivery

This course completed the first term of remote online JP training and was attended by 16 delegates. The design followed a similar structure to the face-to-face design, retaining the same case study and looking at the challenges presented from the pleading diet through to sentencing. In the morning, participants spent time in an ice-breaker session, in breakout groups, exploring and devising what they viewed as the

essential aspects to judicial decision making. Coming back together again, Sheriff Craig facilitated a reflective session that provided JPs with the opportunity to consider the events of the last year and address any apprehensions about returning to the bench, for some over a year later. After the break the Directors facilitated small group tutorials using the responses from the pre-course survey as a starting point for discussion. After lunch, participants took part in a group task: exploring scenarios for decision making with authority and relaying their views back to the group. The day concluded with an exercise discussing challenges faced in sentencing. Participants had voted in a pre-course survey on the scenarios that they felt were most relevant, and Sheriff Craig addressed these.

Evaluation

This course was the closest to the face to face version of the course in terms of structure, materials and content remaining the same. This was partially due to the success of having perfected virtual breakout rooms which replaced the in-person small group sessions.

Again this course received positive feedback from learners:

“The scenarios that were given were very pertinent and realistic. From that point of view the scenarios were the best and most appropriate I can recall from any JI course. The scenarios gave just sufficient information as to lead to interesting discussions on what additional information is necessary to allow an appropriate decision to be taken.”

Train the Trainer for Legal Advisers, 10 November 2021

Course Description and Objectives

The Train the Trainer course is an important aspect of the Judicial Institute’s quality assurance of overall justice of the peace training. The course was fully designed and delivered by the JI’s in-house learning professionals, making best use of the specialist skills in the Judicial Institute team.

Designed as a half-day module, it provided space, time and materials for Sheriffdom Legal Advisers and Legal Advisers to reflect on the training they offer JPs. By providing

a mixture high-level information on learning styles and objectives and practical knowledge on how to integrate this information into their practice, it aimed to increase the confidence and capacity for self-evaluation in all participants.

By the completion of the course participants are able to:

- Confidently compose a coherent and balanced learning objective
- Explain clearly to learners why learning objectives are important
- Take account of and successfully adapt their training for different learning styles

In addition, they have:

- An increased understanding of their own learning preferences
- The ability to see how these preferences influence their training
- A deeper insight into their practice as trainers and as learners

Remote Delivery

This course was delivered to 16 Legal Advisers. It began with a high level overview of where the ideas about learning styles come from and how are they useful to the trainer to understand. The course then focused on why learning objectives are important and provided some models and frameworks, allowing participants to design their own objectives for a general scenario. The last session focused on how to document course design, whilst remaining flexible on the course day.

The next course will contain different topics, so that the same participants can attend, and will be delivered in the second half of 2022.

Evaluation

Some feedback received highlighted that the three breakout groups contained the same participants and it was suggested that the groups be mixed up as the day progressed. Feedback was mainly positive for this course:

“I really enjoyed the course and presentation style. I was not sure what to expect going in but felt each topic was covered just the right amount and I enjoyed the opportunity for break out groups.”

5.2 Evaluation of JI courses

The feedback on JI courses by JP attendees is collated and discussed by JI Directors, Education and Learning Managers and the Head of Education to foster continual improvement to individual courses and the programme overall. Feedback for the courses included in this report can be found in Appendix B and has been redacted where appropriate.

6. JI – Online / Blended learning

During the 2021 training period the JI continued to develop online resources. This is in line with the JI's education strategy which states that the JI will deliver a mix of face-to-face, online and 'blended' (part online, part face-to-face) learning opportunities as well as 'just in time' online knowledge resources. As explained, due to the ongoing pandemic, the JI redesigned all JP courses for online delivery in this reporting period.

6.1 Judicial Hub

JP e-resources

The JP e-resources are hosted on the Judicial Hub. They cover a range of relevant subjects and come in a variety of forms including print resources, Brief Notes, Briefing Papers and Bench Books. The JTACs recognise the importance of the Hub and actively encourage JPs to access it, acknowledging that JP development is not confined to formal sessions and that accessing the Hub was particularly useful during lockdown.

6.2 Quality assurance / content review of JP e-resources 2021-2022

The JTTC assume responsibility for the quality assurance of JP resources and an annual review is carried out by Legal Advisers. They review and provide comments and suggested changes on existing resources and report to the JI which updates resources as appropriate.

In the second half of 2021 a small number of resources were identified as requiring additional attention and a further project is underway as a collaborative project between the Legal Advisers and the JI to re-develop these resources.

7. Risks to the successful adoption of the partnership

The Lord President will remember previous reports identified risks to the successful adoption of the partnership between JTACs and JI. These risks have been managed successfully in the years of the new model (2019 – 2022).

8. Conclusion

8.1 The JTACs and JI continue to adapt to the pandemic, reevaluating needs and methods of delivering training.

8.2 The JTACs and JI remain committed to the ongoing development of education for JPs. At the start of the third cycle the JTACs demonstrate ongoing good quality learning for JPs across Scotland.

8.3 Article 7(3) of 2016 Order provides that this report may include recommendations. The JTCJI has no recommendations to make.

8.4 Article 11(1) (i) of the 2016 Order provides that a JTAC must implement any direction and have regard to any guidance issued by the Lord President (in carrying out the Lord President's responsibilities under section 2(2)(d) of the 2008 Act) on judicial training or appraisal that applies to JPs.

8.5 We would be pleased to discuss matters arising from any matters relating to this annual report with the Lord President.

Sheriff Principal Anwar
JTCJI Chair

Jenny Kindberg
Senior Education and Learning Manager
JTCJI Secretary