

5 STONE BUILDINGS

PUPILLAGE TRAINING PROGRAMME OVERVIEW

INTRODUCTION

1. Chambers has a suite of pupillage documents which consist of: (1) a Pupillage Policy, (2) a Pupillage Agreement and (3) a Pupillage Training Programme (the “**PTP**”). The PTP will be implemented on 1 October 2021. It has been devised:
 - (1) to ensure that pupils will acquire the skills, knowledge and experience required to attain Competences to the Threshold Standard, as required by the Professional Statement for Barristers, in accordance with the timetable mapped out in the Curriculum and Assessment Strategy; and
 - (2) having regard to the four principles of Flexibility, Accessibility, Affordability and High Standards as set forth in the Authorisation Framework.
2. The PTP is a detailed programme and Chambers makes reference to specific provisions in its application. The document is intended to be a brief overview of the key elements of the PTP and to set out how the PTP addresses each of the Competences.

The Core Curriculum

3. The PTP incorporates a Core Curriculum (**Annexe A**). This comprises a list of work in Chambers’ practice areas, which, when completed, will ensure that pupils have acquired the necessary Competencies. The Core Curriculum has five parts:
 - (1) **Part 1: Observe.** This lists certain matters which a pupil must observe (for example, a CCMC, a trial of a probate claim, a mediation, etc).
 - (2) **Part 2: Draft.** This lists certain drafting tasks which a pupil must complete (for example, a deed of variation of a will, a Tomlin order, a skeleton argument etc.)
 - (3) **Part 3: Advise/analyse.** This lists matters/issues which pupils must analyse or upon which they must advise (for example, a 1975 Act claim, an infant approval opinion, certain tax matters, etc.)
 - (4) **Part 4: Skills.** This lists skills which pupils must gain by observation, discussion and practise. The skills are:
 - (a) Written advocacy (skeleton arguments, documents for court);
 - (b) Oral advocacy;
 - (c) Drafting and pleading (contentious);

- (d) Drafting (non-contentious);
- (e) Legal research;
- (f) Advising in writing (opinions, notes, emails);
- (g) Advising in conference;
- (h) Negotiations (at mediation and in other settings);
- (i) Dealing with professional and lay clients appropriately;
- (j) Ethical issues;

(5) **Part 5: Administrative/Regulatory.** This lists certain administrative and regulatory milestones which must be completed during pupillage (for example, the compulsory courses, application for provisional practising certificate etc.).

4. Pupillage will ordinarily consist of 4 three-month seats, each with a different pupil supervisor. The PTP includes a standardised record card to be completed through pupillage with the assistance of the pupil supervisors:

- (1) **For sections 1 -3 (*Observe, Draft* and *Advise/Analyse*)**, the record card requires the pupil to provide details of each matter observed or each piece of drafting or analytical work undertaken through pupillage. The information must specifically record how the relevant work was completed to the Threshold Standard.
- (2) **For section 4 (*Skills*)**, the record card has a section for each skill and, in each section, the pupil must give details of how that skill was observed, discussed or practiced.
- (3) **For section 5 (*Administrative/Regulatory*)**, the record card requires the pupil to mark completion of the various administrative and regulatory tasks. This will ensure that the pupil remains on track and fully compliant with BSB requirements.

5. It is intended that pupils will cover each item in the *Observe, Draft* and *Advise/Analyse* sections of the Core Curriculum multiple times during pupillage. In doing so, a pupil is expected to develop all the skills listed in the *Skills* section. It is not expected that there will be any gaps on the checklist by the end of pupillage.

The Wider Curriculum

6. As well as the Core Curriculum, the PTP incorporates a Wider Curriculum (**Annexe B**). This sets out further areas of legal knowledge and experience that are relevant and extremely

desirable for a pupil to have.¹ Supervisors and pupils are encouraged to ensure that the pupil completes as much of the Wider Curriculum as is feasible during pupillage. It consists of

- (1) the Chancery Bar checklist, amended so as to highlight particularly relevant areas; and
- (2) a Trusts and Taxation of Trusts checklist devised by Chambers.

Feedback, monitoring and reflection on pupillage

7. The PTP provides for pupils to be given feedback on each piece of work they do by their pupil supervisor. Additionally, at the end of each 'seat', the pupil supervisor will go through the Core Curriculum record card with the pupil. The supervisor will also give formal feedback on the three-month period as a whole using a standardised Feedback Form (**Annexe C**).
8. At the end of the First Six the pupil will have a monitoring meeting with a member of the Pupillage Committee, making reference to the two Feedback Forms which by then will have been completed, the Core Curriculum record card, and the advocacy assessment, which again will have been undertaken by the point (see below).
9. By way of reflection, the PTP also encourages pupils to keep notes and records of work done and 'soft skills' and practical tips acquired.

Assessments

10. The PTP provides for two formal assessments:
 - (1) An advocacy assessment to be completed just before the end of the first six. The PTP contains a pro forma mark sheet (**Annexe D**) based upon Competences pertaining to advocacy.
 - (2) A written assessment to be completed during the third 'seat'. Again, the PTP contains a pro forma mark (**Annexe E**) sheet based upon Competences relevant to written work.

Practising certificates

11. The PTP provides that pupil supervisors will consult with the Pupillage Committee regarding whether to 'sign off' on the non-practising and practising periods of pupillage.

Tenancy

12. The PTP (and the Pupillage Policy) provides that any recommendation for tenancy will be formulated made by the pupil supervisors, subject to confirmation by the Pupillage Committee. In deciding whether to confirm the recommendation, the Committee shall have regard to the Feedback Forms of the first three pupil supervisors, the formal assessments and the pupil's

¹ While the Amended Chancery Checklist also refers to skills, all of these are already contained within the Core Curriculum.

Core Curriculum record card. The Committee will confirm the recommendation if satisfied that the pupil will at the end of the pupillage meet the Threshold Standard for Competences.

ATTAINMENT OF COMPETENCIES

13. The PTP will allow pupils to attain Competencies to the Threshold Standard.
14. The Competences Schedule annexed hereto explains how the Competences will be attained.

ANNEXE TO PUIPILLAGE TRAINING PROGRAMME OVERVIEW

COMPETENCES SCHEDULE

COMPETENCE	HOW THE COMPETENCE IS ADDRESSED	Chambers supporting document reference
1. Barristers' distinctive characteristics		
Legal knowledge, skills and attributes		
1.1 Uphold the reputation of the Bar and observe their duty to the court in the administration of justice.	Threshold Standard must be attained <u>at the end of pupillage</u> .	
	<ul style="list-style-type: none"> • These Competences are covered in the Professional Ethics component of the vocational course. Ethical issues will always be discussed with pupils as they arise, thereby building on the vocational course. Supervisors are expected to flag and discuss such issues. 	PTP §13
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where ethical issues may arise in respect of hearings, conferences, etc which are being observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Ethical issues' 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • It is understood that these Competences may be addressed in the centralised Professional Ethics assessment. The PTP expressly provides for pupils and supervisors to discuss how adequate time for preparation for this (and other compulsory training and assessment commitments) can be accommodated within the PTP. Timely preparation for this assessment will develop these Competences. 	PTP §44
a) Thoroughly recall and comprehend the Core Duties and their interrelationship.		
b) Ensure that their conduct consistently justifies their clients' and colleagues' trust in them and the public's trust in the profession by: <ol style="list-style-type: none"> i. applying the Core Duties and in particular the paramount duty to the court in the administration of justice; ii. complying with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct [1.16]; and 		

iii. demonstrating a thorough comprehension of the Professional Statement for Barristers.		
1.2 Have a knowledge and understanding of the key concepts and principles of public and private law.	The Threshold Standard must be met during the academic component of training. It must be covered during pupillage beyond or at the level of the Threshold Standard.	
	<ul style="list-style-type: none"> • These Competences will be developed during pupillage by completion of the <i>Observe, Draft, Advise/Analyse</i> and <i>Skills</i> elements of the Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> • They will be further addressed by: <ul style="list-style-type: none"> ○ The advocacy assessment at the end of the First Six. The standardised mark sheet (Annexe D of the PTP) specifically requires consideration of whether the Threshold Standard has been met for various Competences identified below. The formal advocacy assessment will be preceded by an unassessed 'dry run' advocacy exercise. Feedback will be given under the same headings (i.e. by reference to these Competences). ○ The written assessment in the 3rd seat. Again, the Standardised mark sheet (Annexe E of the PTP) specifically requires consideration of Threshold Standard has been met for various Competences identified below. 	PTP §§28-31, Annexe D PTP §§32-34, Annexe E
a) Be able to recall and comprehend and accurately apply to factual situations the principles of law and rules of procedure and practice specified by the Bar Standards Board.		
b) Be able to keep up to date with significant changes to these principles and rules.		
1.3 Have a knowledge and understanding of the law and procedure relevant to their area(s) of practice.	Threshold Standard must be attained at the end of pupillage .	
	<ul style="list-style-type: none"> • These Competences will be developed during pupillage by completion of the <i>Observe, Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B

	<ul style="list-style-type: none"> These Competences – except (d) – are covered in the Opinion Writing module during the vocational component of training. These same Competences are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
a) Be able to recall and comprehend the core law and rules of procedure and practice relevant to their area of practice.		
b) Know the legal texts, journals, materials, documents and research tools relevant to their area of practice.		
c) Accurately apply to the matters they are dealing with the law and rules of procedure and practice relevant to their area of practice.		
d) Keep their knowledge and skills in their specific area of practice up-to-date.		
e) Comprehend and be able to identify and advise clients of situations where alternative forms of dispute resolution may be appropriate to their given circumstances.		
1.4 Have an awareness of the wide range of other organisations supporting the administration of justice.	Threshold Standard must be attained at the end of pupillage.	
	<ul style="list-style-type: none"> Members of Chambers regularly participate in CLIPS. It is anticipated that pupils during pupillage will become familiar with this system. 	
	<ul style="list-style-type: none"> Members of Chambers undertake work on the basis of alternative funding arrangements (i.e. CFAs) and encounter ATE insurance. Pupil supervisors are specifically directed to discuss these matters with pupils as they arise in practice. 	PTP §15
	<ul style="list-style-type: none"> Competence (c) is covered in the Professional Ethics component of the vocational course. Chambers does little if any publicly funded work and completion of the <i>Observe, Draft, Advise/Analyse</i> and <i>Skills</i> components of the Core Curriculum may not naturally develop this Competence. However, it is understood that these Competences may be addressed in the centralised Professional Ethics assessment. The PTP expressly provides for pupils and supervisors to discuss how adequate time for preparation for this (and other compulsory training and assessment commitments) can be accommodated within the PTP. Timely preparation for this assessment will develop these Competences. 	
a) Be aware of the wide range of organisations supporting the administration of justice and their respective roles.		

b) Be able to identify and advise clients of alternative sources of advice and funding available to them, as appropriate.		
c) Understand the implications for the conduct of the case and the additional responsibilities owed in circumstances where the client is publicly funded or otherwise not self-funded.		
1.5 Apply effective analytical and evaluative skills to their work.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft</i>, <i>Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> These Competences are all covered in the Opinion Writing module during the vocational component of training. These same Competences are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
a) Identify all necessary information and seek clarification of instructions using appropriate communication skills.		
b) Rigorously assess facts and evaluate key issues and risks.		
c) Exercise appropriate numeracy skills.		
d) Ensure that the analysis of financial and other statistical information has been competently carried out.		
e) Analyse other relevant information, including expert and medical reports.		
f) Identify inconsistencies and gaps in information.		
g) Methodically evaluate the quality and reliability of the information.		
h) Use reliable sources of information to make effective judgements.		
i) Employ effective research skills [1.12].		
j) Identify relevant legal principles.		
k) Accurately apply legal principles to factual issues to devise the most appropriate solution taking into account the client's circumstances, needs,		

objectives, priorities and any constraints.		
l) Reach reasoned decisions supported by relevant evidence.		
m) Be able to explain and justify their analysis and evaluation.		
1.6 Provide clear, concise and accurate advice in writing and orally and take responsibility for it.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft</i>, <i>Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> These Competences are all covered in the Opinion Writing module during the vocational component of training. These same Competences are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
a) When giving advice take into account the client's circumstances and objectives.		
b) Ensure that advice is informed by appropriate analysis, synthesis and evaluation and where appropriate identifies and evaluates the consequences of different options.		
c) Address and present all relevant legal and factual issues in communicating their advice.		
d) Exercise good communication skills [1.9].		
1.7 Negotiate effectively.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> It is understood that there will be a new compulsory negotiation skills course with effect from 01.09.23. These Competences will presumably be addressed on the course. 	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> Under <i>Observe</i>, by observing a mediation. Under <i>Skills</i>, in respect of the 'Negotiation' skill. 	PTP §§2-5, Annexe A
a) Identify in so far as possible all parties' interests, objectives and limits.		
b) Develop and formulate best options for meeting the client's objectives.		

c) Present options for resolution cogently.		
d) Recognise, evaluate and respond to options presented by the other side.		
e) Develop appropriate compromises consistent with the client's instructions.		
f) Bring the negotiation to an appropriate conclusion.		
Practical knowledge, skills and attributes		
1.8 Exercise good English language skills.	The Threshold Standard must be met during the vocational component of training. It must be covered during pupillage beyond or at the level of the Threshold Standard.	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> They will be further addressed by the advocacy assessment. 	PTP §§28-31, Annexe D
	<ul style="list-style-type: none"> Competence (a) is covered in the Opinion Writing module during the vocational component of training. This Competences is incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
a) Use correct and appropriate vocabulary, English grammar, spelling and punctuation in all communications.		
b) Speak fluent English.		
1.9 Exercise good communication skills, through any appropriate medium and with any audience as required in their work.	The Threshold Standard must be met during the vocational component of training. It must be covered during pupillage beyond or at the level of the Threshold Standard.	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B

	<ul style="list-style-type: none"> They will be further addressed by the advocacy assessment. 	PTP §§28-31, Annexe D
	<ul style="list-style-type: none"> These Competences – except (d), (j) and (l) – are all covered in the Opinion Writing module during the vocational component of training. These same Competences are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
a) Identify the audience and respond appropriately to those from diverse backgrounds and to the needs and sensitivities created by individual circumstances [3.3].		
b) Select the appropriate medium of communication taking into account the message and the audience.		
c) Adapt language and non-verbal communication taking into account the message and the audience.		
d) Use appropriate listening and questioning techniques when obtaining information.		
e) Analyse written information.		
f) Request and provide clarification of meaning when appropriate.		
g) Recognise and respond appropriately to communications from others (whether in writing, verbal or non-verbal).		
h) Exercise good English language skills [1.8].		
i) Write with clarity, accuracy and precision.		
j) Speak articulately and fluently.		
k) Present arguments cogently and succinctly.		
l) Exercise these skills appropriately in all engagements with others, including meetings, conferences and in court (whether conducted face-to-face or remotely).		
1.10 Make sound judgements in their work.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft</i>, <i>Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A

	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> Competences (a) and (c) are covered in the Opinion Writing module during the vocational component of training. They are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
	<ul style="list-style-type: none"> Competence (b) is covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of this Competence. 	See above.
a) Apply effective analytical and evaluative skills to their work [1.5].		
b) Ensure that they act independently so that their judgements are not influenced by external pressures.		
c) Take responsibility for their decisions.		
1.11 Ensure they are fully prepared.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> This Competence will be addressed by the advocacy assessment. 	PTP §§28-31, Annexe D
a) Ensure that they are fully prepared in order to act in the best interests of the client[3.1] and provide a competent standard of work and service to the client [CD7].		
1.12 Employ effective research skills.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
a) Accurately identify the legal and non-legal issues.		
b) Recognise when legal and non-legal research is required.		
c) Use appropriate methods and resources (paper, electronic or other media and/orrelevant experts) and ensure that legal sources are up-to-date.		
d) Assess the quality and relevance of all sources.		
e) Interpret and evaluate the results of all research.		

f) Apply effective analytical and evaluative skills to their work [1.5].		
g) Apply the research to the issues identified in order to draw conclusions.		
h) Evaluate and present the results clearly and accurately.		
Advocacy		
1.13 Draft court and other legal documents which are clear, concise, accurate and written so as to reflect fairly the arguments advanced by both sides.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, by observing the various hearings. ○ Under <i>Skills</i>, in respect of the 'Written advocacy' and 'Drafting and pleading' skills. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • These Competences are all incorporated into the standardised marksheet for the advocacy assessment and will be addressed by the assessment. 	PTP §§28-31, Annex D
a) Draft accurate and legally effective documents (whether contentious or non-contentious).		
b) Utilise precedents where appropriate and also be able to draft without them.		
c) Address all relevant legal and factual issues.		
d) Comply with appropriate formalities.		
e) Exercise good English language skills [1.8].		
f) Exercise good communication skills [1.9].		
1.14 Draft skeleton arguments which present the relevant facts, law and arguments in a clear, concise and well-structured manner.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, by observing various hearings. ○ Under <i>Skills</i>, in respect of the 'Written advocacy' and 'Drafting and pleading' skills. 	PTP §§2-5, Annexe A

	<ul style="list-style-type: none"> These Competences are all incorporated into the standardised marksheet for the advocacy assessment and will be addressed by the assessment. 	PTP §§28-31, Annex D
a) Have a thorough knowledge of the Rules and Practice Directions and other protocols relevant to their area of practice which relate to the drafting of skeleton arguments.		
b) Draft skeleton arguments which comply with those Rules and Practice Directions and protocols.		
1.15 Have persuasive oral advocacy skills.	Threshold Standard must be attained <u>at the end of the non-practising period.</u>	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> Under <i>Observe</i>, by observing the various hearings. Under <i>Skills</i>, in respect of the 'Written advocacy' and 'Drafting and pleading' skills. 	PTP §§2-5, Annex A
	<ul style="list-style-type: none"> These Competences are all incorporated into the standardised marksheet for the advocacy assessment and will be addressed by the assessment. 	PTP §§28-31, Annex D
a) Thoroughly recall and comprehend and accurately apply to the matters they are dealing with the law and procedure relevant to advocacy.		
b) Apply effective analytical and evaluative skills to their work [1.5].		
c) Identify strengths and weaknesses from different parties' perspectives.		
d) Prepare how they will effectively communicate the argument.		
e) Manage facts to support the argument or position.		
f) Present orally a reasoned argument in a clear, logical, succinct and persuasive way.		
g) Use and cite legal authority appropriately.		
h) Comply with all relevant formalities.		

i) Recognise the role of different types of witness and use appropriate techniques for witness handling having particular regard to vulnerable witnesses.		
j) Listen and respond effectively to questions and opposing arguments.		
k) Deploy advocacy skills efficiently and effectively, in compliance with the Core Duties, so far as possible, notwithstanding that they may be required to act at short notice or under other legitimate pressure.		
Professional standards		
1.16 Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct.	Threshold Standard must be attained <u>at the end of the non-practising period.</u>	
	<ul style="list-style-type: none"> All these Competences are covered in the Opinion Writing module during the vocational component of training. They are incorporated into the standardised marksheet for the written assessment and will therefore be specifically addressed for written work at the assessment. 	PTP §§32-34, Annexe E
	<ul style="list-style-type: none"> These Competences are also all covered in the in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.
a) Identify the most recent Code of Conduct and other applicable rules and regulations relevant to their practice and the conduct of any matters they are dealing with.		
b) Recognise potential ethical situations and identify ethical issues.		
c) Be aware of and make effective use of relevant guidance, advice and support regarding ethical issues.		
d) Behave ethically and consistently act in accordance with the Code of Conduct and other applicable rules and regulations.		
1.17 Know how to conduct themselves appropriately in court.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> Under <i>Observe</i>, by observing the various hearings. 	PTP §§2-5, Annexe A

	<ul style="list-style-type: none"> ○ Under <i>Skills</i>, in respect of the 'Written advocacy' and 'Drafting and pleading' skills. 	
	<ul style="list-style-type: none"> • They will be developed further through the Wider Curriculum. 	PTP §§6-9, Annexe B
	<ul style="list-style-type: none"> • These Competences are all incorporated into the standardised marksheet for the advocacy assessment and will be addressed by the assessment. 	PTP §§28-31, Annexe D
	<ul style="list-style-type: none"> • This Competence is covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of this Competence. 	See above.
a) Use the required dress, accepted forms of address, observe formalities of proceedings and follow established conventions and customs in each forum where they represent clients.		
1.18 Only accept work which they believe they are competent to undertake.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> • These Competences are all covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.
	<ul style="list-style-type: none"> • The PTP specifically highlights the need for pupils to have, at the point of commencing tenancy, the experience and skills necessary to: (a) have an awareness of the limits of their knowledge; (b) tackle unknown areas they encounter in practice by conducting their own research and analysis; and (c) understand when it is necessary to ask for assistance from other members of Chambers. 	PTP §9
a) Recognise and operate within the limits of their competence.		
b) Explain clearly the limits of their competence and knowledge to relevant others.		
c) Consult relevant others, where appropriate.		
d) Make an informed judgement on the level of knowledge, skills and attributes required in a particular case.		
e) Decline to act where the Code of Conduct requires them to do so.		

2. Personal values and standards		
Values, characteristics and behaviours		
2.1 Act with the utmost integrity and independence at all times, in the interests of justice, representing clients with courage, perseverance and fearlessness.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> • These Competences are all covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.
	<ul style="list-style-type: none"> • Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
a) Identify situations where their integrity and/or independence may be put at risk.		
b) Act with integrity including: <ol style="list-style-type: none"> i. Identifying and avoiding personal bias; ii. Maintaining their independence from external pressures; and iii. Identifying potential conflicts of interest, being open about conflicts of interest, declaring conflicts of interest formally and being prepared to exclude themselves from acting. 		
c) Uphold the reputation of the Bar and observe their duty to the court in the administration of justice [1.1].		
d) Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct [1.16].		
e) Take responsibility for their actions and decisions.		
2.2 Be honest in their dealings with others	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> • These Competences are all covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.

	<ul style="list-style-type: none"> Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
a) Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct [1.16].		
b) Ensure that they are honest about the limits of their knowledge, their experience, qualifications and professional status.		
c) Ensure that to the best of their knowledge and belief any information they give is accurate, true and not likely to mislead.		
2.3 Be aware and active in the pursuit of equality and respect for diversity, not tolerating unlawful discrimination, in themselves or others.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> Competences (a) and (b) are covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.
	<ul style="list-style-type: none"> Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
	<ul style="list-style-type: none"> Chambers is committed to equality and diversity. Chambers has in force a policy on equality and diversity which sets out Chambers' commitment to the promotion and advancement of equality and diversity in all circumstances in which Chambers and its member, pupils, clerks and other members of staff are involved. This policy is made available to pupils at induction. Familiarisation with the policy will reinforce the issues engaged. 	Chambers Equality & Diversity Policy Pupillage Policy §7
a) Actively observe and uphold the law on equality, diversity and discrimination.		
b) Be alert to the potential for unconscious bias.		
c) Take active steps to act fairly and inclusively and show respect to others.		
d) Identify situations where there is a risk of breach of the law on equality and diversity.		
e) Promote diversity in the workplace and where appropriate challenge others if their behaviour does not comply with the spirit of the law relating to equality, diversity and discrimination.		

2.4 Ensure their work does not incur unnecessary fees.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular, under <i>Observe</i>, by observing the way in which supervisors prepare for professional engagements. The process of watching preparation will highlight efficient practices. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
	<ul style="list-style-type: none"> Supervisors are specifically required by the PTP to highlight different forms of funding arrangements encountered in practice including CFAs and ATE insurance. 	PTP §15
a) Ensure that, where fees are chargeable, the basis for charging fees is established with the client at the outset of any matter.		
b) Follow those arrangements in an efficient and cost effective manner, ensuring that any necessary changes to the arrangements are agreed with the client.		
c) Undertake work that promotes the client's best interests.		
d) Progress matters expeditiously.		
2.5 Adopt a reflective approach to their work, enabling them to correct errors and admit if they have made mistakes.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> Competence (c) is covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of this Competence. 	See above.
	<ul style="list-style-type: none"> The PTP specifically highlights the need for pupils to have, at the point of commencing tenancy, the experience and skills necessary to: (a) have an awareness of the limits of their knowledge; (b) tackle unknown areas they encounter in practice by conducting their own research and analysis; and (c) understand when it is necessary to ask for assistance from other members of Chambers. 	PTP §9
	<ul style="list-style-type: none"> Pupils are encouraged to listen to and reflect on discussions between members of Chambers including in social settings. 	PTP §16

	<ul style="list-style-type: none"> Feedback will be given by supervisors and members on each individual piece of work. 	PTP §18
	<ul style="list-style-type: none"> Formal feedback is given on a pupil's overall performance at the end of their time with each pupil including by filling in the Feedback Form (Annexe C). The pupil will be given an opportunity to read and discuss the form and then discuss with the supervisor. 	PTP §§19-21, Annexe C
a) Recognise limitations of personal knowledge and skills and act to resolve the situation.		
b) Take appropriate action when experiencing difficulties with work that is beyond their professional competence and disclose as appropriate.		
c) Identify their errors of judgement, omissions and mistakes and take appropriate action.		
d) Ask for and make effective use of feedback, guidance, advice and support.		
e) Take appropriate action to manage personal difficulties that might otherwise affect their work.		
2.6 Ensure they practise with adaptability and flexibility, by being self-aware and self-directed, recognising and acting upon the continual need to maintain and develop their knowledge and skills.	Threshold Standard must be attained at the end of pupillage.	
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Draft</i>, <i>Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> The comments in respect of the Competences at 2.5 above are repeated in respect of these Competences. 	See above.
	<ul style="list-style-type: none"> The PTP specifically directs supervisors to discuss the importance of, and techniques for, continuing professional development. 	PTP 14(b).
a) Take responsibility for planning and undertaking personal development and learning.		
b) Identify strengths and areas for development and take positive steps to address them.		
c) Reflect on and learn from their own and others performance and achievements.		
d) Maintain and develop relevant knowledge and skills.		
e) Regularly take part in activities that maintain and develop their competence		

and performance.		
3. Working with others		
At work		
3.1 Understand and exercise their duty to act in the best interests of their client.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences are all covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.
	<ul style="list-style-type: none"> These Competences will be developed during pupillage by completion of the <i>Observe, Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> The PTP specifically highlights the need for pupils to have, at the point of commencing tenancy, the experience and skills necessary to: (a) have an awareness of the limits of their knowledge; (b) tackle unknown areas they encounter in practice by conducting their own research and analysis; and (c) understand when it is necessary to ask for assistance from other members of Chambers. 	PTP §9
	<ul style="list-style-type: none"> Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
a) Provide a competent standard of work and service to each client [CD7].		
b) Identify the client's best interests in accordance with the client's lawful instructions.		
c) Recognise and evaluate any conflict between the client's best interests and their duty to the court, their obligation to act with honesty and integrity and to maintain their independence.		
d) Ensure that subject to c) above they do not act contrary to the client's lawful instructions.		
e) Act in accordance with the Code of Conduct and other applicable rules and regulations.		
3.2 Understand and apply principles of team working where appropriate.	Threshold Standard must be attained <u>at the end of pupillage.</u>	

	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular, under <i>Observe</i>, by observing the way in which supervisors interact with others, delegate and work in a team. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> Supervisors are required to make it a priority to discuss 'soft skills'. 	PTP §13
	<ul style="list-style-type: none"> Supervisors are required to discuss the role of clerks and the way in which the administration of Chambers is organised. 	PTP14(a)
	<ul style="list-style-type: none"> Pupils are encouraged to participate in and reflect on discussions in Chambers including at social events (e.g. Chambers' Tea). 	PTP §16
	<ul style="list-style-type: none"> Pupils are encouraged to participate in outside events in order to help them build a professional and social network outside Chambers and air a smooth transition into practice. 	PTP §17
	<ul style="list-style-type: none"> The principle of reflection is relevant to Competence (c). The comments in respect of the Competences at 2.5 above are repeated in respect of this Competence. 	See above
a) Work collaboratively with others, respecting their skills and contributions.		
b) Comprehend how their behaviour may affect others within and outside teams.		
c) Reflect on own strengths and weaknesses as a team member.		
d) Understand the division of responsibilities within the team.		
e) Understand the relationships between counsel, pupil, clerk and solicitor.		
f) Delegate to and supervise others effectively.		
g) Establish and maintain effective professional relations with others.		
3.3 Respond appropriately to those from diverse backgrounds and to the needs and sensitivities created by individual circumstances.	Threshold Standard must be attained <u>at the end of pupillage</u> .	
	<ul style="list-style-type: none"> These Competences are all covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of these Competences. 	See above.

	<ul style="list-style-type: none"> The comments in respect of the Competences at 2.3 (i.e. regarding equality, diversity and discrimination) above are repeated in respect of this Competence. 	
	<ul style="list-style-type: none"> Chambers has in force a policy on reasonable adjustments. This policy is made available to pupils at induction. Familiarisation with the policy will reinforce the issues engaged. 	Chambers Reasonable Adjustments Policy Pupillage Policy §7
a) Be aware and active in the pursuit of equality and respect for diversity [2.3].		
b) Provide information in a way that others can understand taking into account their personal circumstances and any particular vulnerability.		
c) Recognise and respond effectively to others' particular needs, objectives, priorities and constraints.		
d) Recognise and take reasonable steps to meet the particular needs of clients including those who are disabled or vulnerable.		
3.4 Treat all people with respect and courtesy, regardless of their background or circumstances.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> Competence (c) is covered in the Professional Ethics component of the vocational course. The comments in respect of the Competences at 1.1 above are repeated in respect of this Competence. 	See above.
a) Demonstrate suitable professional practice, politeness and respect in communications and personal interactions with others.		
b) Recognise people's differences and modify their behaviour where appropriate to take account of those differences.		
3.5 Where appropriate, keep clients, whether lay or professional, informed of case progress in a clear and timely manner and manage their expectations.	Threshold Standard must be attained <u>at the end of pupillage.</u>	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> Under <i>Observe</i>, where the application of these Competences in practice will be observed; and Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> 'Dealing with professional and lay clients appropriately'; 'Ethical issues' 	PTP §§2-5, Annexe A
a) Identify the level of their responsibility to consult with and to communicate case progress to a particular client.		

b) Inform clients in a timely manner of key facts and issues including key dates, risks, progress towards objectives and costs.		
c) Identify and evaluate possible courses of action and their consequences and assist clients in reaching a decision.		
d) Manage clients' expectations including in relation to options, the range of possible outcomes, risks and timescales.		
e) Respond appropriately to clients' concerns and complaints.		
Lay individuals		
3.6 Demonstrate a good awareness of their additional responsibilities in cases involving direct access and litigants in person.	Threshold Standard must be attained at the end of pupillage.	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Ethical issues' 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • Supervisors are specifically required by the PTP to flag ethical issues that appear in instructions or other situations, and to make a point of discussing them with their pupil. 	PTP §13
a) Adapt their communication and handling of the matter to ensure that public access clients are fully informed of the actions which are being taken on their behalf and the purpose and possible consequences of those actions.		
b) Recognise and appreciate the position of opponents not represented by qualified legal advisors (litigants in person).		
c) Understand the professional duties to the litigant in person, the court and their own client, which arise when appearing against the litigant in person, and the potential effect on the handling of the matter.		
d) Act in accordance with the Code of Conduct and other rules and regulations applicable to public access clients or litigants in person.		
4. Management of practice		
Personal practice management		

4.1 Where appropriate, possess a strong understanding of the specific implications of being:		
4.1.1 a self-employed barrister;	Threshold Standard must be attained at the end of pupillage.	
	<ul style="list-style-type: none"> Competence (a) will be developed during pupillage by completion of the <i>Observe, Draft, Advise/Analyse</i> and <i>Skills</i> elements of Core Curriculum. 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> Pupil supervisors are specifically directed to discuss with pupils the role of clerks and the way in which the administration of Chambers is organised. 	PTP §§14(a)
a) Demonstrate a thorough understanding of the scope of practice rules relevant to a self-employed barrister.		
b) Demonstrate a thorough understanding of the context in which they work (including commercial, organisational and financial) and their place in it.		
4.1.2 an employed barrister.	Not applicable.	
a) Demonstrate a thorough understanding of the scope of practice rules relevant to an employed barrister.		
b) Demonstrate a thorough understanding of the context in which they work (including commercial, organisational and financial) and their place in it.		
4.2 Possess sufficient understanding of organisational and management skills to be able to maintain an effective and efficient practice.	Threshold Standard must be attained at the end of pupillage.	
	<ul style="list-style-type: none"> These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> Under <i>Observe</i>, where the application of these Competences in practice will be observed; and Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> 'Dealing with professional and lay clients appropriately'; 'Practice management' 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> Pupil supervisors are specifically directed to discuss with pupils the matters identified in these Competences. 	PTP §§14(e)
a) Be competent in all aspects of their work, including organisation, management of practice and risk.		

<p>Competent organisation includes:</p> <ol style="list-style-type: none"> i. Keeping accurate records (including financial records and time recording) and files, electronic or hard copy; ii. Allocating time efficiently; iii. Prioritising; iv. Diarising; v. Observing deadlines vi. Using resources (including IT systems) effectively; and vii. Being fully prepared. <p>Competent management includes:</p> <ol style="list-style-type: none"> i. Planning ii. Putting in place human and non-human resources; iii. Coordinating; iv. Leading or directing; v. Checking progress against plans to accomplish the goal or target; and vi. Financial management. <p>Competent risk management includes:</p> <ol style="list-style-type: none"> i. Identifying, evaluating and measuring the probability and severity of risks to their practice; and ii. Proactively deciding what to do about risks and acting appropriately. 		
<p>b) Comprehend the relevance of strategic planning, financial planning and business development in the context in which they work.</p>		
<p>4.3 Plan their personal workload and absences so as to ensure they deliver on all work commitments they have made.</p>	<p>Threshold Standard must be attained at the end of pupillage.</p> <ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; 	<p>PTP §§2-5, Annexe A</p>

	<ul style="list-style-type: none"> • 'Practice management' 	
	<ul style="list-style-type: none"> • Pupil supervisors are specifically directed to discuss with pupils the matters identified in these Competences. 	PTP §§14(e)
a) Clarify instructions so as to agree the scope and objectives of the work.		
b) Make an informed judgement on the time required to prepare a matter.		
c) Take account of their availability and that of other resources.		
d) Decline to act where there is insufficient time and opportunity to prepare.		
e) Prioritise and plan workload to meet commitments.		
f) Meet timescales, resource requirements and budgets.		
g) Monitor and keep relevant others informed of progress and availability.		
h) Deal effectively with unplanned circumstances and re-prioritise as necessary.		
4.4 Understand the organisational systems or structures within which they work and which support their delivery of a professional service.	Threshold Standard must be attained at the end of pupillage .	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Practice management' 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • Pupil supervisors are specifically directed to discuss with pupils the role of clerks and the way in which the administration of Chambers is organised. 	PTP §§14(a)
	<ul style="list-style-type: none"> • The importance of costs budgeting and providing accurate cost estimates. 	PTP §§14(d)
a) Contribute to efficient operation of the workplace including: <ol style="list-style-type: none"> Sharing work when necessary; Creating effective support systems; and Working effectively within governance structures. 		

b) Understand the basis on which legal services are provided (contractual or otherwise) including, where appropriate, how to calculate and manage costs, bill clients and the operation of internal budgets for legal advice.		
Professional compliance and work		
4.5 Maintain the confidentiality of their clients' affairs, adopting secure technology where appropriate.	Threshold Standard must be attained at the end of pupillage .	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Practice management' 	PTP §§2-5, Annexe A
	<ul style="list-style-type: none"> • Pupil supervisors are specifically directed to discuss with pupils the matters identified in these Competences. 	PTP §§14(e)
a) Identify how they will act in accordance with the Code of Conduct and other rules and regulations applicable to maintaining the confidentiality and security of information relating to third parties including that of their current and former clients.		
b) Comply with relevant data protection requirements.		
4.6 Exercise good time-keeping in face-to-face or telephone encounters.	Threshold Standard must be attained at the end of pupillage .	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: <ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Practice management' 	PTP §§2-5, Annexe A
a) Attend all appointments punctually and as fully prepared as possible in the circumstances.		
4.7 Where necessary, be diligent in keeping good records and files of cases.	Threshold Standard must be attained at the end of pupillage .	
	<ul style="list-style-type: none"> • These Competences will also be developed under the Core Curriculum, in particular: 	PTP §§2-5, Annexe A

	<ul style="list-style-type: none"> ○ Under <i>Observe</i>, where the application of these Competences in practice will be observed; and ○ Under <i>Skills</i> in particular (but without limitation) under: <ul style="list-style-type: none"> ▪ 'Dealing with professional and lay clients appropriately'; ▪ 'Practice management' 	
	<ul style="list-style-type: none"> • Pupil supervisors are specifically directed to discuss with pupils the matters identified in these Competences. 	PTP §§14(e)
a) Identify when compiling and keeping records and files is their responsibility.		
b) Prepare and compile appropriate records at the same time or as soon as possible after the events that they are recording.		
c) Ensure records are clear, accurate and legible and contain sufficient detail for their purpose.		
d) Organise records so that they are retrievable by themselves and other authorised persons as appropriate.		