

**PUPILLAGE TRAINING PROGRAMME**

1. Chavasse Court Chambers undertakes to provide training in accordance with guidance issued by the Bar Standards Board. Our appointed Head of Pupillage Des Lennon will oversee pupillage arrangements on a day-to-day basis.
2. Chambers is committed to providing training as set out within the Professional Statement for barristers, which will provide the parameters for training within our set. All barristers in chambers are to be accustomed to this document given it will form the training environment for all pupils. Further prior to the commencement of pupillage, pupils are required to be familiar with this document and use it for reference during their professional training.
3. Supervisors will conduct the assessment of the pupil in accordance with **‘The Professional Statement for Barristers’** including the threshold standard and competences. Training plans must be geared around the Professional Statement and supervisors will follow the below training plan/objectives listed therein, encompassing:

* Barristers Distinctive Characteristics
* Personal Value and Standards
* Working with others
* Management of Practice

1. In order to achieve these objectives, the below plan is to be followed in conjunction with guidance set out within the Professional Statement and the Curriculum and assessment strategy. This is not rigid and flexibility is encouraged.
2. The content of the Training Programme, which is subject to changes in dates and timings depending on availability and may be supplemented where considered necessary during the pupillage year to ensure compliance.
3. Pupils will be given a chambers email address, a cjsm secure email address and access to the Lex diary system and crown court digital case system in order to access case papers in good time before the hearings. All such systems can be accessed remotely.
4. Whilst specific training sessions and assessments form an important part of our pupillage programme, the bedrock of training remains the shadowing of a pupil supervisor (each of whom is considered by chambers to set high standards in all the areas required by the Professional Statement) and the range of work, experiences and discussions, both structured (by informal and formal assessments) and unstructured (in day-to-day discussions), that take place throughout the pupillage year. Discussions at informal and formal reviews, and each seat should be used to reflect upon and to ensure that that this shadowing relationship is effective.
5. Further, it is also recognised that the pupillage training, supplements the training pupils have received in the academic and vocational stages of their training and is supplemented by the training that pupils receive from their Inns and the circuit training.
6. Pupils will be expected to keep a record of the work that they have seen and experienced and all the training they have received in the course of pupillage and to regularly review with both their supervisor and the Head of Pupillage the progress they have made towards meeting what is required of them to meet the requirements of the Professional Statement for Barristers.
7. The pupil supervisor will ensure that the pupil’s diary is consulted weekly to allow for the most relevant training opportunities to be sought in conjunction with his/her diary and the diaries of the members of Chambers. Thus to allow for the pupil to gain the fullest breadth of hearing/trial and appeal proceedings experience in the higher courts.
8. While the Pupillage Checklist is no longer mandatory, supervisors and pupils can use the checklist, adapted as appropriate to match the nature of practice in chambers, as a way of cross-checking the adequacy and breadth of the training delivered to pupils during pupillage. Pupils and supervisors will consider what aspects of the checklist require completing at each formal review. Supervisors will then report back to the Pupillage committee before the tenancy decision as to whether all aspects of the Professional statement have been met and whether any extension to pupillage is required.
9. It is important that the Training Programme and structure it provides for the pupillage year is followed. This ensures that pupils receive effective training in all necessary areas and that High Standards are maintained. However, it should not be seen as unduly restrictive and care must be taken to ensure that it is fair to all pupils.
10. Chambers sole focus of work is in crime. Accordingly, there will be wealth of relevant court work that will allow a pupil to flourish - allowing for an environment that satisfies all the requirements of pupillage training and development.
11. Other valuable opportunities may arise during the pupillage outside the formal programme which the pupil will be encouraged to undertake such as marshalling a Judge or short placements within the Crown Prosecution Service and defence firms of solicitors.
12. It is a necessary part of pupillage that pupils attend training sessions organised by their Inn and the Circuit. Chambers will meet a pupil’s necessary traveling expenses in respect of such training. The advocacy course is mandatory and an (The practice management course is no longer mandatory but if so available can be undertaken following discussions with the pupil supervisor.)
13. For students starting Bar training courses from September 2020, as part of the BSB’s reforms to Bar training, the assessment of Professional Ethics is split between the vocational component of training, and the pupillage/work-based learning stage.
14. The pupillage stage examination in Professional Ethics will assess specified learning outcomes at the standard expected of barristers on their first day of practice as defined in the [**Professional Statement**](https://www.barstandardsboard.org.uk/training-qualification/the-professional-statement.html). The first such assessment will be sat in April 2022 for those who start their pupillage in 2021. More information can be found at: <https://www.barstandardsboard.org.uk/training-qualification/becoming-a-barrister/pupillage-component/intro-of-professional-ethics-assessment.html>
15. CPS ‘sessions’ at local Magistrates Courts and Magistrates defence trial work during the second six of the pupillage, will provide the basis of adversarial development in addition to any further adversarial opportunities that are deemed suitable.
16. Applications to the CPS Advocates Panel will also be encouraged at Level 1.
17. Feedback will be continuous for both pupil and supervisor. Chambers impressive team of experienced Counsel has a lengthy track record of training Pupils to the highest of standards. Flexibility in the delivery of feedback is encouraged as is constant self-reflection.
18. The joining of the Northern Circuit will be encouraged to foster relationships with other barristers on circuit and also to take advantage of the learning opportunities offered.
19. Pupils will be required to read all Equality and Diversity Policy documents and apply the same.
20. Pupils will be expected to sign a GDPR agreement and apply the same.
21. Pupils will be expected to register with the Information Commissioners Office. Such fees will be met by chambers.
22. **THE PROFESSIONAL STATEMENT FOR BARRISTERS**

**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**

It is expected that this is something pupils will have some grounding in from the vocational stage of their training. It will also be developed by the compulsory advocacy training provided by the Northern circuit or the pupils’ Inn. However, it will also be addressed during:

* The course of supervisor/pupil interactions and reflections on both the supervisor’s and the pupils’ work. If it is felt necessary, then internal training can be arranged.
* The two assessed moots/advocacy exercises generally judged by supervisor and or Recorders in chambers.
* An ethics workshop to be arranged, to be provided by a member of chambers or external provider, if it is not arranged by the Inns. (The intention of the BSB will be providing on line sessions.)

**1.2 Have a knowledge and understanding of the key concepts and principles of public and private law.**

**1.3 Have knowledge and understanding of the law and procedure relevant to their area(s) of practice.**

**1.4 Have an awareness of the wide range of organisations supporting the administration of justice.**

**1.5 Apply effective analytical and evaluative skills to their work.**

**1.6 Provide clear, concise and accurate advice in writing and orally and take responsibility for it.**

**1.7 Negotiate effectively.**

All the above will be addressed by the following aspects of the programme:

* The course of supervisor/pupil interactions and reflections on both the supervisor’s and the pupil’s work. Pupils will regularly provide their supervisors with written work which supervisors are asked to consider promptly, generally appropriate oral feedback; a record of the feedback should be kept.
* Progress is also being monitored by the regular informal and formal reviews, and are overseen by the Head of Pupillage. After a decision on tenancy has been made, there will be a review by the Head of Pupillage to consider what areas of training remain to be addressed during the remaining months of pupillage. Where necessary, arrangements will be made for pupils to experience new aspects of work.
* Unassessed advocacy training delivered by an experienced member of chambers (Anthony O’Donohoe)
* This is provided before the two assessed moots/ advocacy exercises.
* The two assessed moots/ advocacy exercises generally judged by the supervisors and Recorders in chambers with feedback provided. Performance is also discussed during the scheduled informal and formal reviews with supervisors and the Head of Pupillage.
* 3-4 pieces of assessed written work are set and marked by members of chambers who do not supervise the pupil.
* It is expected that negotiation skills will be developed to some degree by observation of supervisors.
* Further training delivered by a range of members of chambers will focus on teaching and preparing pupils for practicalities of the kind of court hearings they are likely to encounter in their early days in Court in their own right.

***- Practical Knowledge, skills and attributes***

**1.8 Exercise good English language skills.**

**1.9 Exercise good communication skills, through any appropriate medium and with any audience as required in their work.**

**1.10 Make sound judgements in their work.**

**1.11 Ensure they are fully prepared**

**1.12 Employ effective research skills.**

It should first be noted that excellent English language and communication skills are expected of any successful applicant for pupillage and will have been thoroughly tested in the process of selecting pupils. Nevertheless, pupillage aims to develop them further for effective practise in chambers’ core areas of work.

It is also, again, expected that all these skills will have been developed, to some extent, in the academic and vocational stages of training and will also be developed by the Inns’ advocacy training.

However, the programme intends to address these areas by ensuring good preparation for a hearing. The pupil supervisor will ensure the pupil is aware of the following basic things:

Facts of the case:

The Law:

The Legal Procedure:

The pupil supervisor will stress on the pupil to be well-organised and alert, and to listen carefully and plan ahead and objectively do the following:

* write things down
* organise his/her thoughts
* ask questions
* do research
* talk to your pupil supervisor, and
* observe other cases in court

The pupil supervisor will point out to the pupil that presenting a case in court starts well before anyone gets into a courtroom. The pupil prior to attending court will be expected to have mastered the full facts of a case. These expectations will continue for the full period of the second six when the pupil is not undertaking work of their own.

The objectives will also be achieved by:

* The course of supervisor/pupil interactions and reflections on both the supervisor’s and the pupil’s work. Pupils will regularly provide their supervisors with written work (requiring English and communications skills, legal research and judgment) which supervisors are asked to consider promptly, generally giving constructive and appropriate oral feedback. Progress is also to be monitored by the regular informal and formal reviews, and are overseen by the Head of Pupillage.
* The two assessed moots/advocacy exercises. These require pupils to research areas of law, make judgements on the nature and merit of arguments available to them and to present arguments in writing and orally. They also learn the importance of preparation for the moots. Feedback is provided by the supervisors and Recorders in chambers, members of pupillage committee present and by supervisors on both the skeleton arguments and the oral advocacy of pupils. Performance is also discussed during the scheduled informal and formal reviews with the Head of Pupillage.
* 3-4 pieces of assessed written work are set and feedback given by experienced members of chambers who do not supervise the pupil. These involve legal research, exercise of judgement and both written and oral communication skills, because panel assessors do not just mark written work but discuss it with pupils orally too.
* Pupils will be given assistance in the use of Westlaw for research purposes to and ensures they understand how to use the research tools which are available in chambers.

***- 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.**

**1.14 Draft skeleton arguments which present the relevant facts, law and arguments in a clear, concise and well-structured manner.**

**1.15 Have persuasive oral advocacy skills.**

The training provided to pupils takes account of the fact that they have already had some advocacy training and will receive compulsory advocacy training from the Northern Circuit and/or Inn.

In pupillage, the above are addressed by:

* The course of supervisor/pupil interactions. There will be regular reflections on both the supervisor’s drafting and written and oral advocacy. Further, the written work pupils are required to produce for supervisors will include advices, case summaries and skeletons. These will be the subject of grading and feedback as set out above.
* Advocacy training to include Plea in mitigation, bail applications, training sessions delivered by an experienced member of chambers. (Anthony O’Donohoe.)
* The two assessed moots. These require pupils to provide skeleton arguments and argue orally.
* Accompanying the most junior members of Chambers to court in order to experience the type of work that they can expect to carry out in their second 6 months. This will take place around the end of the non-practising period of pupillage.
* The pupil’s own experience in court hearings during their second six, which will be discussed and reflected upon with the pupil’s supervisor and with the Head of Pupillage.

***- Professional Standards***

**1.16 Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct.**

**1.17 Know how to conduct themselves appropriately in court.**

**1.18 Only accept work which they believe they are competent to undertake.**

Principally, pupils will learn how to conduct themselves appropriately in court from the training delivered in relation to advocacy.

As to the balance of these requirements, they will be addressed by:

* Requiring pupils, before they commence their second six, to read and consider the Code of Conduct and any other relevant regulatory requirements that will apply to them during pupillage and on commencing full practice. Pupils will also:
* Be required to confirm they have read and familiarised themselves with the Code of Conduct
* Raise any issues of which they are uncertain with supervisors for open discussion and be provided with a training session delivered by an experienced member of chambers focused on some major aspects of the Code of Conduct thought especially relevant to their likely practice.
* The course of supervisor/pupil interactions and the pupils own court experiences. Inevitably, during the course of these regulatory issues will arise and they will be discussed.
* How to discharge the obligation only to accept work which one believes one is competent to do will be discussed in the above training and by pupil supervisors.

**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**

**2.2 Be honest in their dealings with others.**

**2.3 Be aware and active in the pursuit of equality and respect for diversity, not tolerating unlawful discrimination, in themselves or others.**

**2.3 Ensure their work does not incur unnecessary fees**

**2.4 Adopt a reflective approach to their work, enabling them to correct errors and admit if they have made mistakes.**

**2.5. 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.**

The importance and development of all these values, characteristics and behaviours will be covered by the programme of training set out above and will be apparent during the everyday shadowing of supervisors. They are also central to Chambers’ existing assessment process by which it determines whether a pupil ought to be offered tenancy.

However, to ensure compliance of any aspect is not overlooked, in the course of formal assessments, at the Training Review Meeting and the Final Review, supervisors and the Head of Pupillage will take steps to ensure that the fulfilment of these criteria is addressed and documented. In particular, if it is not provided by the Inns, then chambers will arrange an ethics workshop for pupils to be conducted by a member of chambers or external provider.

**3. WORKING WITH OTHERS**

***- At Work***

**3.1 Understand and exercise their duty to act in the best interests of their client.**

**3.2 Understand and apply principles of team working where appropriate.**

**3.3 Respond appropriately to those from diverse backgrounds and to the needs and sensitivities created by individual circumstances.**

**3.4 Treat all people with respect and courtesy, regardless of their background or circumstances.**

**3.5 Where appropriate, keep clients, whether lay or professional, informed of case progress in a clear and timely manner and manage their expectations.**

The importance of working with others and development of these skills is thought to be covered by the above programme of training. However, in particular, it is thought these will be developed by:

* The usual course of supervisor/pupil interactions and the pupils’ own court experiences. Inevitably, how one should work with others will be demonstrated, addressed and reflected on;
* An introduction to the expectations of professionalism given to pupils by supervisors other members of chambers whom pupils will shadow;
* Requiring Pupils to become familiar with chambers’ Equality & Diversity Policy;
* The requirement for pupils to read and familiarise themselves with the Code of Conduct.

**-Lay Individuals**

**3.6 Demonstrate a good awareness of their additional responsibilities in cases involving direct access and litigants in person**

Insofar as this is not addressed in the usual course of supervisor/pupil interactions, it will be covered:

* If possible, arranging for the pupil to shadow a case with a barrister who is not supervising them in order to experience the issues;
* By the requirement for pupils to read and familiarise themselves with the Code of Conduct;
* Specific discussion with supervisors prior to the Final Review Meeting.

**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.**

**4.2 Possess sufficient understanding of organisational and management skills to be able to maintain an effective and efficient practice.**

**4.3 Plan their personal workload and absences so as to ensure they deliver on all work commitments they have made.**

It is again expected that these competences will be developed and tested in the course of the above training. However:

- In the course of the supervisor/pupil relationship there will inevitably be exposure to, consideration of and discussion concerning: the implications of self-employment, organisational and management skills and planning of work load. With regard to the latter two factors not just will pupils observe and be able to discuss and adopt (where appropriate) their supervisors’ approach to such matters, they will also be developed by:

* The regular written work set by supervisors which at least in the later months of pupillage will frequently be by reference to deadlines;
* The two assessed moots/ advocacy exercises, which will impose deadlines on pupils that have to be met regarding skeletons, an agreed authorities bundle and the moots themselves;
* The assessed pieces of written work, which pupils will need to complete within a limited period of time, generally 24 hours;
* The experience of pupils in their second six months where they will need to learn to balance the demands of court hearings and paperwork of their own with the work set by supervisors.
* A dedicated Practice Management session will be delivered by an experienced clerk and (if thought necessary) experienced member of chambers about the process of accepting instructions, communicating with the clerks’ over availability, the LEX diary system, preparations for hearings, billing, VAT obligations, BMIF insurance, liability for taxation and other aspects of practice.
* Pupils are required to read the Code of Conduct (see above) and Chambers’ various policies.

***- At Workplace Level***

**4.4 Understand the organisational systems or structures within which they work and which support their delivery of a professional service.**

It is expected that these competencies will be developed and assessed in the course of the above training and in particular the supervisor/pupil relationship and the pupils’ second six when they are taking on their own hearings. However:

* Chambers has a thorough process of induction on pupils’ first day which introduces pupils to the workings of chambers. In advance of that induction, pupils are provided with and required to read and familiarise themselves with, among other things: chambers’ pupillage, equality & diversity, health & safety policy and information barriers & confidentiality policies. Induction still covers all relevant policies and provides an opportunity to discuss and clarify any issues arising from these policies.
* A dedicated Practice Management session is delivered by an experienced clerk and (if thought necessary) experienced member of chambers (see above).

***- Professional compliance and work***

**4.5 Maintain the confidentiality of their clients’ affairs, adopting secure technology where appropriate.**

**4.6 Exercise good time-keeping in face-to-face or telephone encounters.**

**4.7 Where necessary, be diligent in keeping good records and files of cases.**

It is expected that these competencies will be developed and assessed in the course of the above training and in particular the supervisor/pupil relationship and the pupils’ second six when they are taking on their own hearings.

The importance of completing detailed attendance notes and sending the same promptly to solicitors and clerks, will be outlined to pupils by supervisors, as well as thereafter uploading the same to the private section of digital case system in order that a detailed and chronological record of attendances is readily available. Cases should be kept in good order by also uploading any digital briefs, instructions, witness statements to the private section of the DCS.

However, with regard to confidentiality and security:

- Supervisors will ensure that pupils are informed of:

* Professional expectations of pupils, including time keeping
* An introduction to pupils of the essential importance of confidentiality and maintaining information barriers within chambers too; and
* An introduction into the physical and IT security provided by chambers.

1. In the event of any lengthy absence during pupillage, consideration will be given to an application to extend the same, in order to complete the necessary elements of the above programme and ensure the competencies are met.

PUPILLAGE COMMITTEE

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