

# AMICUS CHAMBERS

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PUPILLAGE AND TENANCY POLICY

EFFECTIVE 1 DECEMBER 2023

Pupillage Committee

## INTRODUCTION

Amicus Chambers, is committed to the principles of Equality & Diversity and Fair Recruitment & Selection.

We administer our pupillages in accordance with the requirements of the Bar Standards Board Handbook, the Bar Qualification Manual, and the Equality & Diversity Rules.

The pupillage application process is taken very seriously by Chambers; we select and recruit pupils fairly. We are committed to:

- following our well-defined selection procedures,
- funding all pupils in accordance with the Bar Qualification Manual;
- following a written training program based upon the Professional Statement for Barristers;
- distributing work fairly between pupils;
- complying with pupillage monitoring requirements;
- and upholding our Equality & Diversity policy.<sup>1</sup>

Under the Bar Qualification Rules, the three stages of education and training have been reclassified as:

- (i) the academic component;
- (ii) the vocational component; and
- (iii) the pupillage or work-based component.

We do not offer the academic or vocational components of training for the Bar. The training that we do offer is pupillage (also known as the work-based component) which is leaning to be a barrister ‘on the job’. We accept applications from those who are training for the Bar by means of the three-step pathway, the four-step pathway, or the integrated academic and vocational pathway. We do not offer training for candidates on the apprenticeship pathway. We accept applications from candidates who are yet to complete the academic component and the vocational component(s); however, we do require candidates to have completed those academic and vocational components before commencing their Pupillage with us.

Our Pupillage is designed to allow our Pupils to exceed the requirements of the threshold Standard and Competences contained in the Professional Statement for Barristers. Our successful Pupils will have achieved a thorough understanding and grasp of all of the Professional Statement Competences which are broadly summarised as:

- (i) Barristers’ distinctive characteristics;
- (ii) Personal values and standards;
- (iii) Working with others; and
- (iv) Management of practice.

## ORGANISATION OF PUPILLAGE

Chambers has a Pupillage Committee consisting of not less than 3 people. The Chair of the Pupillage Committee is a member of chambers management committee. The other members of the Committee, like all other Chambers’ committees, are allocated by the Management Committee annually.

When Chambers has pupils the Pupillage Committee will meet on a regular basis, not less than 4 times a year and will report to

the Management Committee not less than twice a year.

Pupillage is subject to the Chambers' Equal Opportunities and Diversity Policy and Quality Assurance Statement.

## **AIM OF PUPILLAGE**

The aim of pupillage is to give each pupil a top quality training for the profession of a family law barrister. This is done best by providing pupils with experience of a range of Chambers' work and by involving them in Chambers' everyday life.

Each 12 month pupil have one pupil supervisor, mainly as a result of chambers small size. No pupil will have more than one pupil supervisor at any one time. Chambers is committed however to ensuring that pupils have full exposure to all members of chambers from the most senior to the most junior of members. This system allows pupils to have exposure to as many Members of Chambers as possible, as well as ensuring that pupils see a broad spectrum of Chambers' work.

Each pupil is also assigned to a junior tenant for the year (their "junior contact", generally under 5 years' call). The intention is that the pupil will arrange with the junior contact, throughout the first six months, to see plenty of work of a similar type to that which the pupil will be doing during the second six months, and that the junior contact will make him/herself available to assist on an informal basis with any queries or concerns which the pupil may have.

## **NUMBER AND TYPE OF PUPILLAGES OFFERED AND PUBLISHING OF VACANCIES**

Chambers offers pupillages when it can and dependent upon business needs. Chambers reserves the right to recruit more than one pupil at a time if the management committee agree to funding more than one pupil.

Each year the pupillage vacancies for the following year are advertised on / published through the Pupillage Gateway, as required by the Bar Standards Board.

For Chambers' work it is essential to have an ability to deal not only with complex disputes, but primarily with child-related or other emotionally fraught and sensitive situations. We look for applicants with a strong academic record (save in exceptional circumstances we require a minimum 2:1 law or non-law degree) and good legal and analytical skills, and also those who can demonstrate an ability to communicate sensitively with a wide range of people at a critical time in their lives. Within this field, we actively seek the widest possible spectrum of applications.

Chambers is a member of the Pupillage Gateway scheme and all pupillage applications are dealt with in accordance scheme.

Should a vacancy for a third six pupillage (exceptionally) arise, we would strive to advertise the vacancy on the Pupillage Gateway if the vacancy arises during the Pupillage Gateway season or otherwise, on the Bar Council website, in the Inns of Court and in any other place decided upon by the Pupillage Committee. We would then hold a full selection process.

## **FUNDING OF PUPILLAGE**

Each pupil will receive a pupillage award at the minimum level set by the Bar Qualification Manual.

## **SHAPE OF PUPILLAGE**

Our 12-month pupillages are divided into first 6 and second 6, each with the same pupil supervisor. The intention is that all pupils will spend the vast majority of their pupillage doing family law children work, given this is chambers main area of practice. Chambers however will also ensure any pupils wishing to have experience and exposure to ancillary relief cases etc. will be given that opportunity and support.

The junior contact will ensure that a pupil sees work at a more junior level than that of their pupil supervisor and will be a contact with whom the pupil can raise queries about Chambers or pupillage as appropriate.

Tenancy decisions generally take place in the month prior to the completion of pupillage. Unsuccessful candidates for tenancy will receive assistance from Chambers as set out in Section U below.

## SELECTION OF CANDIDATES FOR PUPILLAGE

Amicus Chambers is a member of Pupillage Gateway, recruiting in line with the Pupillage Gateway timetable.

All applications, however they are received, will be placed before the pupillage committee in order to shortlist candidates for interview. Chambers in line with equality and diversity principles aims to wherever possible make application details anonymous to ensure that there is no discrimination on factors such as gender, race, disability when receiving such applications. Working in isolation Members will assess each application and select candidates to shortlist using Annex A. A minimum of 5 of the highest scoring candidates on the shortlist will be invited to interview.

It is not necessary for a candidate to have undertaken a mini-pupillage at Amicus Chambers to be considered for interview but mini-pupillage experience will be considered for those candidates who have undertaken mini-pupillage with chambers.

Chambers will make arrangements for interviews with shortlisted candidates and will inform unsuccessful candidates by e-mail.

2 references will be taken prior to interview using Chambers standard reference form.

The interview panel usually comprise of the Head of the management committee another senior member of chambers and two junior barristers. All interviewers are provided with the candidates' application forms and mini-pupillage information where applicable and have access to references. References are only used after the interview process has been completed as a cross-check with the interview panel's decisions; they are not determinative.

The interview will last approximately 30 minutes. The whole of the interview aims to allow candidates to demonstrate the skills and qualities required by pupils through evidence-based questions, and questions generally arising from the candidate's application form or recent legal events. Each candidate is given the opportunity to ask questions prior to the end of the interview.

Straight after each interview, and before the next interview commences, each interviewer completes an assessment form, marking the candidate on specific areas (self-presentation, intellectual qualities, temperament, interpersonal skills, motivation and additional factors/potential) and providing comments as appropriate. No discussion of the candidate takes place prior to completion of the assessment form. After the form has been completed, marks are collated and a general discussion takes place including, in some instances, moderation of the collated marks to ensure consistency and genuine reflection of the interviewers' individual and collective appraisal of the candidates. At the end of each day of interviewing, a list of candidates in order of merit is compiled.

As soon as possible after the interview pupillage offers up to the number of vacancies available are made to the highest scoring candidates. The unsuccessful candidate with highest score will be informed they will only receive an offer if one of the successful candidates rejects their offer. The remaining candidates will be told by email they have not been successful. No offers will not be made before the Pupillage Gateway deadline.

If an application is made which does not fall within the Pupillage Gateway scheme, it is considered by not less than two members of the Pupillage Committee who decide whether or not to invite the candidate to attend for interview

If an interview is offered, the procedure for the interview and the decision thereafter is as set out above.

## **QUALIFICATION AND TRAINING OF PUPIL SUPERVISORS**

All pupil supervisors must be approved by and registered with their Inns and have undergone induction and / or refresher training organised by the Inns. All pupil supervisors are also monitored by the Pupillage Committee to ensure that they are providing an appropriate training for pupils.

## **ALLOCATION OF PUPIL SUPERVISORS TO PUPILS**

The allocation of pupil supervisors has the intention of providing pupils with experience of as broad a range as possible of the work undertaken in Chambers. As the main specialisation in Chambers is family law, the focus is on a combination of general family work. Individual allocation of supervisors is made by the Pupillage Committee.

## **COMMENCEMENT OF PUPILLAGE**

Where possible Pupillages commence in September.

## **STRUCTURE OF PUPILLAGE**

We try to ensure a degree of flexibility to pupillage in Chambers. Each pupil will be based in the room of his or her supervisor, with a desk or space where that pupil may store their belongings.

The pupil supervisor directs the day-to-day running of the pupillage. The pupils are required to keep a diary detailing the work they undertake each day.

Although it is up to pupils when they attend we advise that maximum benefit would be obtained from a day that begins at 8.45 am and ends around 6.15 pm, with a break for lunch in the middle of the day.

Chambers provide pupils with stationery.

Pupils are allowed to make and receive telephone calls, within reason.

When appropriate, pupils are encouraged to go and see other work being undertaken by other members of Chambers (especially their junior contact), or undertake paperwork for other tenants, subject to the direction of individual pupil supervisors.

Working pupils, of course, will usually have their day dictated by their own diaries.

Chambers pays for pupils to undertake the “Practice Management/Advice to Counsel” course. Each pupil is also required to undertake his or her Inn’s or Circuit’s advocacy training programme, for which Chambers will pay if the Inn requires payment from the pupil for this course.

Religious observance during the working day is facilitated if required.

## **PRO BONO WORK**

Chambers encourage pupils to undertake pro bono work during pupillage, whether it be for FRU, the Bar Pro Bono Unit, a law centre or other voluntary organisation. Chambers will accommodate requirements to attend court, tribunal etc, and consider days spent doing such work to be a part of the pupillage (within reason).

## **CHECKLISTS**

Chambers uses a revised version of the current Bar Standards Board Family Law Pupillage Checklist. Chambers also uses the BSB's pupillage checklists alongside the Professional Statement. At the end of pupillage, pupils are required to lodge copies of their completed checklists, signed by their supervisor with the Pupillage Committee. Pupils are required to maintain a work diary throughout their Pupillage with cross-references to the relevant sections of the checklists and the Professional Statement.

## **ANNUAL LEAVE AND SICKNESS**

Although pupils are not employees, we consider it a matter of good practice that pupils are permitted to take up to four weeks' leave per annum (i.e. 20 working days per annum, not including Bank Holidays). According to the BSB, pupils should take no more than two weeks' leave in each period of pupillage and it would be necessary to apply to the BSB for dispensation from the regulations in the event that a longer break is anticipated.

All requests for holiday must in the first instance be made in writing (by email) to the Head of Pupillage. If approved, the Head of Pupillage will notify the clerks by email (copying in the pupil and the pupil-supervisor) with the holiday dates.

If you are sick you must notify your Pupil Supervisor and the clerks immediately by email and/or telephone. If you have an excessive number of days' sick leave (at the discretion of your Pupil Supervisor) in any six-month period of pupillage, your pupillage may be extended by the period of absence.

## **“IN-HOUSE” TRAINING AND ASSESSMENT OF PUPILS**

Each pupil supervisor reviews their pupil's work at the end of each month, providing feedback and completing a monthly review form. This also provides a natural opportunity to review the pupil's Bar Standards Board checklist and to discuss gaps in the work seen.

At the end of each 3 months of pupillage and prior to the tenancy decision, each pupil supervisor who has had a pupil during the relevant period is also asked to prepare a short report on the progress of their pupil. The pupil's feedback on this report is obtained, and the pupil is invited to respond in writing to the comments made.

Any comments, suggestions or complaints made by the pupils are discussed within the Pupillage Committee, who consider any suggestions for improving the provision of training in Chambers.

In terms of assessments, chambers will arrange an advocacy exercise/assessment for all pupils just before the end of the first six months of pupillage (the pupils being notified of the date well in advance). This exercise forms part of the pupil's overall assessment, being an opportunity for assessment and feedback in both directions, and it also enables Chambers to certify to the Bar Council that the pupil is ready to do court work. Oral feedback is given on the pupil's performance after the assessment. Feedback is also provided to members of Chambers for the tenancy meeting.

Formal in-house advocacy training/assessments is/are also organised by the pupil supervisors and junior contacts twice a year. Oral feedback on the pupil's performance is given after the first advocacy training/assessment. Oral feedback is given, and a brief report is prepared and shown to the pupil, after the second advocacy training/assessment. The written report is also provided to members of Chambers for the tenancy meeting.

During the year, the pupils will also all be asked to complete at least two (and generally three) written assessments. These provide the pupils with an opportunity to demonstrate their legal and written ability to all members of Chambers. Brief reports are prepared giving feedback on the pupil's performance, and are shown to the pupil. These are also provided to members of Chambers for the

tenancy meeting.

In assessing pupils, the Pupillage Committee is particularly concerned to establish whether progress is being made in the following areas:

- Do they present professionally as a potential practising member of the Bar?
- Are they able to analyse cases and reach sensible decisions as to advice, tactics and procedure?
- Are they demonstrating an ability to research the law and apply it to a specific issue or problem?
- Are their interpersonal skills within Chambers and with solicitors and clients satisfactory?
- Do they remain motivated and committed to life at the Bar?

### **SPECIFIC POINTS FOR WORKING PUPILS**

No pupil will be sent to court with rights of audience until he or she has been appropriately certified by the Bar Standards Board and the clerks have a copy of this documentation.

Pupils are encouraged to discuss their own work with any member of Chambers but especially with their supervisor and junior contact.

The clerks are instructed to notify the Chair of the Pupillage Committee of any difficulties encountered by a pupil with court work.

### **ALLOCATION OF WORK AND MONITORING OF ALLOCATION OF WORK DURING THE SECOND SIX MONTHS OF PUPILLAGE**

The clerks distribute work equally between the pupils as and when it becomes available subject to specific requests by solicitors.

A pupil may raise, informally, with the Chair of Pupillage any concerns they have as to the fairness with which work is allocated. Such concerns will always be investigated and an explanation of the situation given to the pupil by the Chair of Pupillage.

### **MAINTAINING QUALITY OF WORK BY PUPILS**

Any issues raised by the clerks as to the quality of work are discussed immediately with the pupil. Where appropriate, further advice and/or training is given to the pupil as to ensuring the maintenance of good quality service to clients.

If there are significant problems over the quality of work or issues in relation to the pupil's ability to carry it out satisfactorily, the pupil may be required to cease outside work unless and until the pupillage committee is satisfied that the pupil is able to provide a good quality service. Further guidance will be given to the pupil. Where the pupil is unhappy about this decision, he or she may invoke the Chambers' Grievance Procedure for Pupils.

### **PAYMENT FOR WORK**

As with members of Chambers, the clerks negotiate fees with solicitors. All fees are collected by the clerks' room and pupils' fees are negotiated and "chased" in the same way as tenants' fees.

### **CLERKS' FEES / CHAMBER EXPENSES**

Pupils are not asked to pay any fees to clerks or expenses to Chambers.

## **CONCLUSION OF PUPILLAGE: OBLIGATIONS**

At the end of pupillage pupils are required to lodge with the Pupillage Committee:

- A copy of their Bar Standards Board checklist, signed by their supervisor(s); and
- Copies of their monthly review forms.

## **DECISIONS AS TO TENANCY AND SQUATTING**

Traditionally, Chambers recruits on the basis of merit and availability of work, unconstrained by quotas or physical space within Chambers.

The decision whether to offer a tenancy to a pupil is taken by the Head of management committee following a full meeting of the members of Chambers. Prior to the full tenancy meeting, the Head of management committee, the Pupillage Committee and the pupil supervisors meet with a view to agreeing a non-binding recommendation to make to the members of Chambers at the full tenancy meeting. Also prior to the full tenancy meeting, the pupil supervisors' written reports and reports on written assessments and advocacy assessments (the formal test prior to the second six, the second informal test with pupil supervisors and junior contacts; and the conference test) are also circulated to all members of Chambers.

The Tenancy Selection procedure is set out at Annex B below.

Sometimes Chambers wishes to see more of a pupil before making a decision. In those circumstances, the pupil concerned may be offered a further period of pupillage. If a pupil is not recruited as a tenant in Chambers, then they should leave on the last day of pupillage unless permission to remain in Chambers has been requested (from the Head of management committee) and granted. In normal circumstances, permission for one month will be given. If appropriate, and exceptionally, further periods of up to three months may be granted upon application to the Head of management committee.

## **POST-DECISION ASSISTANCE**

Where a pupil has not been recruited by Chambers, the Pupillage Committee will provide assistance by way of advice and any practical help which it can reasonably give to seek to ensure that every pupil is able to continue with a career as a practising barrister.

## **MATTERS NOT ADDRESSED BY THIS DOCUMENT**

Any issues not covered by this document will be resolved by the Pupillage Committee.

## **PUPIL SUPERVISORS' OBLIGATIONS**

Before pupils start in Chambers, their pupil supervisor will contact them to introduce themselves and make arrangements for their arrival. In the event that the pupil supervisor will not be in Chambers on the morning the pupil starts, they will arrange for a "relief" pupil supervisor for that day, in consultation with the Senior Clerk, and inform the pupil of the arrangements made.

At the beginning of pupillage, pupil supervisors will actively discuss with the pupil what the pupil supervisor expects in terms of their working hours, daily duties, going to court, travel expenses etc., introduce the pupil to the clerks and other members of Chambers, explain where relevant research materials are (and at least initially assist them in where to start research projects), and ensure that the pupil has all necessary computer equipment to access the Chambers' diary. They will also encourage the pupil to offer feedback about pupillage, at the monthly review sessions or otherwise as and when points arise.

Pupil supervisors will ensure during the first week that pupils have a copy of and the adapted Bar Standards Board Pupillage Family Law Checklist. The checklist will be discussed generally at an early stage and, during the course of pupillage, \_\_\_\_\_



encouragement will be given on a regular basis to fill it in and to discuss gaps. It is important that pupils understand that the checklist needs to be filled in properly (dates, details of case etc.) and not completed just by ticking sections. The “Satisfactorily Completed” section needs to be filled in by pupil supervisors, initialed and dated. Throughout pupillage, pupil supervisors will keep checking that the pupillage checklists are being filled in, discuss with pupils any gaps and suggest means of filling these (e.g. by attending court with other members of Chambers). At the end of the first six and second six months, pupil supervisors must ensure that the fully completed checklist is given to the Pupillage Committee.

Regular appraisal / feedback of pupils’ work is essential. A monthly review form (Annex C) will be completed at the end of each month. The form will be given to a member of the Pupillage Committee at the end of the period of pupillage.

For those pupil supervisors who have pupils during their first six months, a Bare Essentials list of work is provided (Annex D). All matters on this must be covered before the end of the first six, and those taking over pupils in January will check with them what has been covered and what is outstanding.

Pupils are asked to keep a detailed diary of work done (partly to assist in completion of their checklist/monthly review forms). Pupil supervisors will check from time to time that such a diary is being completed.

At the end of the first 3 1/2 months of pupillage, at the end of the second 3 1/2 months of pupillage, and prior to the tenancy decision in the Summer, all pupil supervisors who have had pupils during the relevant period are asked to provide a short report on their pupil to the Pupillage Committee, in order that the pupil’s progress can be properly monitored. This report will be discussed with the pupil and their feedback obtained. A proforma report is provided by the Pupillage Committee (Annex F).

As the Head of management committee has to certify that pupils are ready to go into court before they get their Provisional Practising Certificate, there will be an advocacy exercise for all pupils prior to the end of their second 6. Pupil supervisors should ensure that their pupil knows of the date of this. They will be provided with details closer to the time. All pupils will be given a reasonable amount of time to prepare the problem. At the same time, the Head of management committee will be asking for written reports from all current pupil supervisors on each pupil.

At the end of the first six months and again at the end of the second six months a pupil supervisor is required to certify the satisfactory completion of that period of pupillage. Each pupil has a copy of the relevant forms in their pupillage file. The pupil supervisor must ensure that it is completed and must keep a copy.

Pupil supervisors should encourage pupils to spend time in court with their junior contact and should actively liaise with the junior contact about the pupil regularly. Junior contacts are expected to assist here and be pro-active in liaising with the pupils

Pupil supervisors should liaise with junior contacts to organise informal advocacy training for pupils at least once (and if possible, twice) during the pupillage year. Junior contacts will provide the pupil with a copy of a set of papers for a hearing which they are booked to do. The pupil will prepare the case and make submissions on it to the pupil supervisor and junior contact, receiving feedback as appropriate. The pupil will then, wherever possible, attend court with the junior contact to see the case in practice.

Pupil supervisors will ensure that pupils arrange to complete the compulsory courses: Practice Management/Advice to Counsel; and the Inns of Court advocacy courses

Pupil supervisors should tell pupils of the date of the tenancy decision meeting as soon as it is fixed. Pupils should also be told that

they can leave Chambers when the meeting starts and that they need not come into Chambers the next day if they do not wish to (subject to their own Court commitments). They should be told of how the decision will be notified to them, and if this is by telephone, pupil supervisors should ensure that Ivor has up-to-date phone numbers for each pupil. If a pupil is not taken on by Chambers, pupil supervisors should assist and advise their pupil in future applications as appropriate.

## **SUPPORT**

### Wellbeing

Chambers is committed to wellbeing at the Bar. Resources relating to this important topic can be found here: <https://www.wellbeingatthebar.org.uk>

The wellbeing of Pupils during pupillage will be the responsibility of their Pupil Supervisor and the Pupillage Committee.

### Pupillage Mentoring scheme

At the start of pupillage, Pupils will be allocated a junior contact. The idea of this is to provide an informal and friendly point of contact for questions or issues that the pupil may wish to raise to someone other than their pupil supervisor.

### Pupils' ethics helpline

In addition to the general ethics helpline, the Bar Council now provides a dedicated Pupils Helpline. This allows pupils to contact confidentially experienced and independent barristers who can help with problems encountered during pupillage.

In many cases, pupils will be able to obtain appropriate advice and support from their pupil supervisor and / or chambers. The Inns' Education and Training Departments can often also help. However, there will be occasions when pupils may prefer to discuss their concern with a member of the Bar who is unconnected with their chambers. For this reason, the Bar Council has established a panel of advisers to offer pupils a confidential and objective advice service. All of the advisers are barristers of at least five years' call who have received training from the Bar Council. Contact can be made, anonymously if wished, by email or telephone.

To access the helpline, please call 020 7611 1415 or email [\*\*PupilHelpline@BarCouncil.org.uk\*\*](mailto:PupilHelpline@BarCouncil.org.uk).

## **PUPILS' CODE OF CONDUCT**

Our pupils, including those who have accepted offers of pupillage but are yet to commence their pupillage with us, are expected to conduct themselves at all times in accordance with the BSB Handbook and the Bar Qualification Manual.

In addition to the above, chambers specific rules on the following during pupillage: dress; alcohol and work-related social events; social media use; and the personal use of mobile phones. Pupils are also required to abide by chambers' Bring Your Own Device Policy (which is available separately and will be sent to pupils

during induction).

### Dress

Pupils are expected to be appropriately dressed at all times.

Second six pupils will need to have their own court dress.

At all other times during pupillage, including when in chambers, pupils should wear dark-coloured formal non-court dress.

Longer length hair should be neatly tied back when robed.

### Alcohol & work-related social events

Pupils (including those who have accepted an offer of pupillage but have not yet started) will sometimes be invited to participate in work-related social events. These events will usually take place away from chambers.

None of these events are compulsory for pupils and pupils should not feel compelled to attend or participate in social events, or to drink alcohol if they do choose to attend. Social events play no part in the assessment of pupillage.

If pupils choose to drink alcohol they should do so sensibly and in moderation. Whilst it is not chambers' intention to place unnecessary restrictions on attendees' enjoyment of such events, for the avoidance of doubt, it is in everyone's interests that the highest standards of behaviour are maintained at all times including at work-related social even

### Social media use

In 2019 the Bar Standards Board published updated guidance on social media use for barristers<sup>7</sup>. Pupils should be particularly aware of the following:

- (a) All social media is inherently "public" and so anything you say or do on social media is subject to regulatory oversight because anything you publish online may be read by anyone and could be linked back to your status as a barrister.
- (b) All barristers are bound by Core Duty 5 not to behave in a way which is likely to diminish the trust and confidence which the public places in the profession at all times.
- (c) Social media includes (but is not limited to) sites such as Twitter, YouTube, Facebook, LinkedIn and internet forums.
- (d) Comments designed to demean or insult are likely to diminish public trust and confidence in the profession. It is advisable to avoid being drawn into heated debates or arguments. Such behaviour could

compromise the requirements for barrister to act with honest and integrity and not to unlawfully discriminate against any person. Barristers should always take care to consider the content and tone of what they are posting online or sharing. Comments that you reasonably consider to be in good taste may be considered distasteful by others.

(e) Barristers (including pupils) must bear in mind the duty to keep your client's affairs confidential.

We recommend pupils to also be conscious of Core Duty 4 ('You must maintain your independence'). With social media being (generally) public, instantaneous, and everlasting, there is a danger that a barrister (including a pupil) might express an opinion that in the future could be said to have compromised their independence.

Pupils should not make reference on social media to: (i) their status as a "barrister"; or (ii) their status as a pupil at Amicus Chambers. Pupils must also be conscious of the rules on "holding out" and therefore should not describe themselves as a "barrister" on social media (or anywhere for that matter) without making it clear that they are, at this stage, not fully qualified.

For the avoidance of doubt, pupils should not use social media during working hours.

#### The personal use of mobile phones

Pupils will not be provided with a mobile phone by chambers. It is expected that pupils will use their own mobile phone (and this is covered by the separate 'Bring Your Own Device' policy). Pupils should refrain from using their phones (or other devices) to make personal calls or send personal messages during working hours, save in exceptional circumstances.



## ANNEXES

### ANNEX A

<b>Amicus Chambers Criteria for interview selection</b>	
<p>All pupillages are advertised via pupillages.com. Chambers will draw up a short list of applicants from the applications received by the closing date. All applications will usually be considered the Amicus Chambers Pupillage Committee. In the event that there is significant disagreement between the assessments made, additional members of Chambers will make their own assessment of the application. In assessing the written applications Chambers looks for:</p>	
<b>Satisfactory overall presentation of the application: (Mark out of 5)</b>	
Quality of CV and covering letter.	
Accuracy of spelling and grammar.	
Whether the specific position applied for is clearly stated.	
<b>Evidence of intellectual and practical ability (Mark out of 5)</b>	
Achievement in academic level (2:1)	
Experience, research, publications and relevant work	
Experience, such as any paralegal work or volunteering, for example at CAB	
Ability to express ideas clearly and persuasively (written)	

Evidence of commitment to hard work and an organised approach to work.	
<b>Motivation and commitment to family law (Mark out of 10)</b>	
Evidence of commitment to practice family law.	
Evidence of ability to practice family law.	
Commitment to achieving legal skills for successful practice at the family bar.	
Achievements in other work and commitments.	
Efforts to gain experience mooting / debating ; mini -pupillage, marshalling & work placements in family law	
<b>TOTALS (out of 90)</b>	

ANNEX B - PUPILLAGE MONTHLY REVIEW FORM

Pupil .....

Supervisor .....

Junior contact .....



	End of 1st month	End of 2nd month	End of 3rd month	End of 4th month (Etc)
Date of review				
Checklist checked				
Date discussed				
Time spent with others in chambers?				
Liaison with junior contact?				
What court work seen? See High Court trial with senior members is at all possible?				
What type of conferences observed?				
Paperwork done Chronology Case summary Submissions Witness statements Position statements Opinions Orders				
Junior Work CA directions* (b) CA first hearing dispute resolution* CA final hearing* CA fact-finding hearing (e) Non-Mol/Occupation order* (f) Public Law*				
What cases discussed?				
Next month's "to do list"				
Last month's "to do list" done?				
Problems?				

Pupil's comments/feedback				
Signature of pupil and pupil supervisor				

\* Pupils must see at least three of each of these types of hearing during their pupillage year. Each attendance should be dated.

## Annex C Bare Essentials To Cover In 1st 6 Months

### Court

Attending hearing in Chambers

Attending hearing in County Court or High Court in open court.

Taking a note in court which is looked at by pupil supervisor.

Seeing a witness cross-examined.

Seeing an order negotiated and drafted.

### Paperwork

Endorsing a brief.

Drafting case summary, chronology, position statement, orders.

Writing an opinion and discussing it.

### General

Discussion with pupil supervisor about important matters of conduct and etiquette – not just issues which have arisen.

Demonstration of ability to look up law without being told where to look.

Grasp of Family Procedure Rules 2010 and President's Practice Directions, and Q.B. equivalent.

Grasp of where books are in chambers.

Understanding of what happens and is expected to happen in clerks' room: communication with clerks, Chambers' diary, fee notes.

Knowledge of rules relating to costs.

Knowledge of procedure for, and requirement to seek, permission to appeal.

Has the checklist been kept up to date?

Has the monthly review been filled in?

## Appendix D REPORT ON PUPIL

This assessment requires assessments under each heading, setting out whether and if so how the pupil is exceeding, meeting or not meeting expectations in that area.

Specific examples, drawn from work done during the relevant period, must be included.

Name of Pupil:
Name of Pupil Supervisor:
A. Overall approach to work (an organised practice, commitment to hard work, ability to stay calm under pressure, initiative)
1. Summary
2. Example(s) of achievement(s)
3. Example(s) of area(s) for improvement
B. Analysis (demonstrates sound factual and legal analysis, legal research skills, ability to apply sound judgment)
1. Summary

2. Example(s) of achievement(s)
3. Example(s) of area(s) for improvement
C. Presentation (expresses ideas clearly and persuasively, both orally and in writing)
1. Summary
2. Example(s) of achievement(s)
3. Example(s) of area(s) for improvement
D. Interaction and Communication (demonstrates a capacity to show understanding of others' need and problems, and interacts appropriately with others, including professional and lay clients)
1. Summary
2. Example(s) of achievement(s)
3. Example(s) of area(s) for improvement

E. Summary (including any further appropriate examples)
Pupil's Comments:
Signed by Pupil Supervisor:    Date:
Signed by Pupil:                  Date:

Graded Report on Pupil on [date] .....

Name of Pupil: .....

Pupil Supervisor: .....

Notes:

The following report, which supplements your written report, is intended to give a graded indication of how your pupil supervisor perceives you to be performing in the designated categories (which are the same as the categories in your written report).

The aim is to indicate the level of your performance on a scale which will enable you and your subsequent pupil supervisors to identify your areas of strength and those areas that require specific and focussed improvement.

It is not appropriate to aggregate your grades in any way (and they will not be aggregated by your pupil supervisor or by chambers); their value is in providing a guide to specific areas of strength and weakness.

While there will be a degree of moderation between pupil supervisors, these grades are not intended to be rigorously comparable with other pupils.

These grades will form a part of the overall assessment by chambers of your application to become a tenant. They are not singularly determinative.

The grades describe performance as follows and are applicable to the stage of pupillage at which they are given (i.e. you are currently considered to be exceeding expectations/ satisfactory/etc.):

- 1 – Excellent
- 2 – Exceeding expectations
- 3 – Satisfactory
- 4 – Not performing well enough
- 5 – Cause for concern

A	Approach to work	Organised practice	
		Commitment to hard work	
		Initiative	
B	Analysis	Factual analysis	
		Legal analysis & research	
		Sound judgment	
C	Presentation	Oral presentation	
		Written presentation	
		Professionalism (personal presentation)	
D	Interaction/communication	Understanding needs/problems (empathy)	
		Interaction - solicitors	
		Interaction - lay clients	
E	Output	Calm under pressure	
		Speed of working	
		IT skills	

Signed [Supervisor]: on: [date] .....

Signed [Pupil]: on: [date] .....

## Annex E TENANCY SELECTION PROCEDURE

1. New tenants are key to the future of Chambers. Chambers regards the selection and recruitment of new tenants as a crucial part of its future development and long-term viability.
2. Chambers encourages applications for tenancy both from pupils (paragraphs 3-12 below) and from established practitioners in other sets of chambers (paragraphs 13-18 below). In doing so Chambers is naturally concerned properly to implement our Equal Opportunities and Diversity Policy, and to reflect the Bar Council's/ Bar Standards Board's guidelines.

### Applications by pupils

3. It is the general policy of Chambers to offer a tenancy only to pupils who have completed at least six months pupillage within chambers. This policy will be departed from only in exceptional circumstances.
4. The decision whether or not to offer a tenancy to a pupil is reached following a Chambers meeting ("the tenancy meeting") held once per year, usually in July (as set out in Section T above).
5. Each pupil within Chambers will be deemed to be an applicant for tenancy unless otherwise stated by Chambers at the time of offer of pupillage or by the pupil in writing at any time prior to the tenancy meeting.
6. It is the normal policy of Chambers to recruit those pupils as tenants who are adjudged to have attained a sufficiently high standard during their pupillage (see below). There is no fixed number of tenancies for which pupils compete.
7. The overall considerations in tenancy selection are, inter alia:
  - a. whether the individual applicant will be a successful barrister within Chambers;
  - b. the comparative ability of the applicants;
  - c. the availability of work for new tenants both immediately and in the foreseeable future.
8. The criteria which will be applied in assessing candidates for tenancy are inter alia as follows:
  - a. an analytical mind;
  - b. an ability to express ideas clearly and persuasively, both orally and in writing;
  - c. an ability to think under pressure;
  - d. a commitment to hard work;
  - e. an ability to apply sound judgment in relation to instructions, litigation and proposed litigation;
  - f. an organised approach to practice;
  - g. a capacity to understand and show understanding of the needs and problems of those for whom and with whom they work.
9. Pupils will be assessed on the basis of their entire performance during pupillage.
10. It will be the objective to ensure so far as practicable that the majority of members of Chambers have seen at least one example of each pupil's written work during the year. Account will also be taken of reports (oral and written) about work/assessments in which the pupil has participated during the year, any advocacy test in which the pupil has participated, any comments from solicitors for whom the pupil has worked and from judges with whom the pupil has marshalled.
11. The procedure for the tenancy meeting is as set out at paragraph T above.
12. Where a pupil is not invited to become a tenant, every reasonable effort will be made to assist that individual to find a further pupillage or tenancy elsewhere.

### Applications by established practitioners

13. Where a vacancy is positively identified within Chambers it will be openly advertised. The advertisement will state that Chambers implements an Equal Opportunities policy and procedures for fair selection.
14. Applications for a tenancy, whether in response to advertisement of a vacancy or otherwise, should be made in writing to the Head of management committee. All applications are confidential.
15. Applications will be considered in the first instance by the Management Committee
16. The criteria applied to each application are, inter alia:



- a. where the applicant has an already established practice, whether that practice will complement and enhance the quality of service which Chambers already offers;
  - b. whether the practice which the applicant has (or may develop) will fill a need within Chambers;
  - c. whether the individual applicant will be a successful barrister within Chambers
17. Where the Management Committee is of the opinion that the application merits further consideration it may invite the applicant for interview and/or recommend to Chambers that the application should receive wider consideration (including where appropriate an interview by chambers as a whole). In such cases the final decision whether or not to offer a tenancy is taken by the Head of management committee following a Chambers meeting. The decision is communicated to the applicant by the Head of management committee.
18. Whilst group applications will be considered on their own merits it should be made clear that each application will be looked at and treated as a separate application by each individual practitioner. Accordingly, individuals will be asked to indicate whether they would accept a tenancy if offered to them individually.

## Annex F GRIEVANCE AND DISCIPLINARY ISSUES FOR PUPILS

1. Pupillage at chambers should be an enjoyable, as well as an educative, process. The possibility remains, however, that differences of opinion, or even grievances, may arise between pupils and Members of Chambers or the clerks, or vice versa, and that pupils in particular may find these difficult to deal with satisfactorily.
2. Chambers recognises that it is very difficult for pupils to raise issues that are troubling them and, further, that any pupil wishing to do so would be bound to feel in a very vulnerable position. It is also clear that, for any pupil, being involved in (the unlikely event of) disciplinary proceedings within Chambers is worrying.
3. Our aim is to ensure that any such matters can be raised and dealt with quickly but properly and with a minimum of fuss. Of course, in the event of disciplinary matters against pupils, it may be that a full and detailed process cannot be avoided, but it is to be hoped that this would be very much a last resort.
4. Generally, it is Chambers' position that a pupil can, at any time, ask for a full and formal disciplinary hearing (whether they are the complainant or the person being complained about). Chambers, generally, would only seek a full hearing when the matter is incapable of any other resolution.
5. Clearly, some matters will require a full and formal procedure. Allegations against pupils of dishonesty, harassment or other gross misconduct would be examples of this. Other matters, such as inappropriate behaviour or rudeness can be dealt with more.
6. In general terms, the following procedures will be adopted.

### Grievance Procedure

7. In the first instance if a pupil finds himself or herself in the situation of having a grievance or complaint, he/she should as a general rule speak first to his or her own pupil supervisor. If for any reason this is not possible, or does not resolve the difficulty/grievance, the pupil should speak to the Head of management committee at the first available opportunity.
8. If the pupil prefers, he or she may ask for an informal discussion with the Chair or any member of the Pupillage Committee. This process is entirely informal but may be preferred by some pupils as a means of dealing, more quietly, with a problem that may be capable of easy resolution.
9. If the pupil chooses to speak to the Head of management committee and, after speaking to the Head of management committee, considers that the difficulty/grievance is still not resolved and should be taken further, the pupil may, within seven days after discussing the matter with the Head of management committee, request that a formal meeting be convened, as soon as reasonably practicable, in order to consider the matter. Such a request may be made orally but should, if possible, be in writing, to the Head of management committee.  
The requested formal meeting will be chaired by the Head of management committee, unless the pupil requests otherwise at the time of the request for a formal meeting. In that event it will be chaired by a Senior Member of Chambers nominated by the Chambers Management Committee. The pupil may be accompanied at the meeting by a barrister of his/her choice, and the meeting will be attended by the Head of management committee (whether or not he/she is chairing the meeting). Other attendance at the meeting will be at the discretion of the Chair after consultation with the pupil.

### Complaints about Pupils

10. Where possible, any problem regarding a pupil and his or her conduct should be resolved by informal discussion with the pupil supervisor or, if appropriate, informal interview with the Chair of the Pupillage Committee (accompanied, if thought necessary, by another member or employee of Chambers). If, at any time, the pupil wishes to have the matter dealt with more formally, any informal discussion will cease and the matter will be dealt with formally.
11. Where there has been a complaint which is to be dealt with

### Minuted Interview

12. This is suitable for all but the most serious of complaints. The pupil shall have an interview (with at least one member of the Pupillage Committee and one other member of Chambers) at which the nature of the complaint against the pupil will be outlined to him or her. He or she may make any notes he or she chooses (and may be accompanied by a fellow pupil, pupil supervisor or

junior contact). If the pupil feels able to discuss the complaint there and then, this will take place; however, the pupil shall have an absolute right to time to prepare for the rest of the interview and, if requested, the interview will be adjourned for a reasonable time (in all the circumstances) for such preparation.

13. During the interview (where the pupil can be accompanied as described above), the complaint having been set out (again, if there has been an interval) by the Chair of the Pupillage Committee, or by his or her nominee for the interview, the pupil will have an uninterrupted opportunity to explain his or her position. There may then be a discussion as to issues which arise and, at the end of the discussion the pupil will be asked to leave the room whilst the interview panel discuss the position.
14. When such discussion has concluded, the pupil will be asked to rejoin the interview and will be told the view of the panel. If, applying the balance of probabilities to any issue of fact, they uphold the complaint then they will advise the pupil as to future conduct and/or further training which should be undertaken. They have the power to prohibit further court work for a working pupil until such training is undertaken and the pupil is passed fit to take court work.
15. Should the panel consider that the matter is more serious than first thought, they shall have the power to refer the matter to the full Pupillage Committee for formal hearing.
16. If the pupil is unhappy with the decisions of the panel, then the pupil may refer the matter to the full Pupillage Committee for formal hearing in accordance with the provisions set out below under "Full Hearing".
17. The "full" Pupillage Committee for these purposes shall not include the member who conducted the Minuted Interview.
18. As suggested by the name, the interview and decision

#### Full Hearing

19. The aim of this hearing will be to decide whether, on a balance of probabilities, the complaint against the pupil is made out and, if so, the appropriate penalty (if any). A complaint includes any allegation that the pupil's fitness to be a pupil in chambers may be impaired, whether by reason of conduct, competence or health.
20. For the purposes of the hearing, the Committee shall appoint one of its number to chair the proceedings. Within 14 days of the complaint or, in the case of a full hearing following a minuted interview, within 14 days of the reference of the complaint to the Committee, that person shall write to the pupil setting out the complaint. Any letters or statements made by any person shall be copied and given to the pupil.
21. At the hearing, the pupil may be accompanied by a fellow pupil, pupil supervisor or junior contact. Although this hearing is formal, the feeling of there being an adversarial trial is to be avoided.
22. The Chair of the hearing shall outline the complaint and refer to any material supportive of that complaint. If any person is required to attend to give live "evidence" by the Committee or by the pupil then such person(s) must be given 3 days' notice of the hearing. Such people may be questioned by the pupil and by the Committee.
23. At the end of all the evidence, the pupil shall have an opportunity to make submissions. He or she will then be asked to withdraw whilst a decision is made as to whether the complaint is upheld.
24. If the complaint is upheld, the pupil shall have an opportunity to make submissions in mitigation. The pupil will then withdraw whilst the Committee consider what, if anything, should be done.
25. The Committee shall have the power to do whatever, in their opinion, is right to protect Chambers whilst attempting not to do permanent unnecessary damage to the career prospects of the pupil. In an extreme case the Committee is empowered to suspend the pupil and to refer the matter to the pupil's Inn or to the Bar Council.
26. The pupil will be told of the decision as to sanction as soon as possible (although the Committee may adjourn this decision pending further investigation). The decision shall be confirmed in writing within 24 hours of its being communicated to the pupil.
27. The pupil shall be entitled to appeal to the Chambers' Management Committee against any decision of the Pupillage Committee at or in relation to a full hearing. This should be done in writing within 7 days of the written decision and should set out:
  - (a) the decision appealed against, and
  - (b) the grounds for appealing this decision.
28. The Management Committee shall re-hear the matter and either uphold the earlier decision, amend it or overrule it. Their decision shall be final.



APPENDIX 7: COMPETENCES

PROFESSIONAL STATEMENT COMPETENCES	CORRESPONDING ASPECTS OF TRAINING PROGRAMME
<b>1. Barristers’ distinctive characteristics</b>	
<b>Legal knowledge, skills and attributes</b>	
<b>1.1 Uphold the reputation of the Bar and observe their duty to the court in the administration of justice.</b>	The content and importance of the core duties and other professional conduct requirements will be communicated to pupils on an ongoing basis by pupil supervisors, who will discuss matters of professional ethics with their pupils as and when they arise in practice. Where appropriate the core duties and other conduct requirements will also be discussed with members of chambers other than supervisors, and in the context of the formal advocacy exercises which are performed by pupils. As regards comprehension of the Professional Statement for Barristers, pupils will be required to familiarise themselves with this in tandem with this Pupillage Training Programme.
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: 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.	
<b>1.2 Have a knowledge and understanding of the key concepts and principles of public and private law.</b>	Pupils will obtain a deeper and broader understanding of key legal concepts, particularly those private law and public law concepts and rules of procedure and practice which commonly arise in the course of family law practice, through observation and discussion of their supervisors’ work and through research required for the exercises they are given to carry out. Pupils will be given access to and encouraged to use chambers’ range of electronic library resources and physical texts to keep up-to-date with all significant changes, particularly those affecting practice at the Family Bar.
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.	
<b>1.3 Have a knowledge and understanding of the law and procedure relevant to their area(s) of practice.</b>	At the commencement of pupillage, all pupils will receive a briefing from the chambers librarian, which will introduce them to the range of electronic and hard-copy library materials available within chambers. Pupil

a) Be able to recall and comprehend the core law and rules of procedure and practice relevant to their area of practice.	supervisors will direct pupils to the core practitioner works / textbooks and other materials relevant to chambers' core areas of practice, and throughout the year pupils will be expected to obtain a close familiarity with these, through a combination of work for supervisors, work for non-supervisors (including Assessed work, as defined in chambers' pupillage policy), and formal advocacy exercises.
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.	As noted above, pupils will be encouraged to use chambers' range of electronic library resources (such as family law weekly) to keep up-to-date with all significant changes. All pupils will encounter the consideration of ADR with at least one supervisor and will learn about the different forms available and their appropriateness to different circumstances.
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.	
<b>1.4 Have an awareness of the wide range of other organisations supporting the administration of justice.</b>	Pupils will in the ordinary course of their supervisors' practice develop familiarity with the range of organisations supporting the administration of justice, especially HM Courts and Tribunals Service and organisations providing advice and funding in respect of litigation. All pupils will discuss alternative sources of advice and funding with at least one pupil supervisor, who will discuss with them the available options and the implications of these for their professional responsibilities.
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.	
<b>1.5 Apply effective analytical and evaluative skills to their work.</b>	These skills will be demonstrated and assessed on an ongoing basis by pupil supervisors, who will set and assess a wide range of work requiring these skills to be demonstrated and improved by their pupils: for example, work on case summaries, advices, proposed submissions, and identifying evidence (including expert evidence); and work associated with hearings in which their supervisor is involved. In addition, pupils will sometimes carry out work (including Assessed work, as defined in the pupillage policy) for non-supervisors, and this work is expected to test, and to help pupils develop, all of these skills across the course of the pupillage year. Pupils will also undertake formally assessed advocacy exercise as set out in the main pupillage policy above. This will require analysis of a set of papers or a skeleton argument, oral submissions, and
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.	a brief advice in conference as to the merits of the (notional) client's position. These advocacy exercises will test many of the skills opposite, and pupils will receive appropriate feedback on their performance and progress.
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.	
<b>1.6 Provide clear, concise and accurate advice in writing and orally and take responsibility for it.</b>	
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].	
<b>1.7 Negotiate effectively.</b>	Pupil supervisors will discuss negotiation strategies and tactics with their pupils whenever appropriate in the context of inter-party correspondence and any negotiations taking place at hearings attended by the pupil. In addition, chambers will aim to provide all pupils with exposure to at least one mediation/pre-hearing discussions where the aim is to settle, during the course of their pupillage, and where this is possible, the member of chambers whom the pupil accompanies to the mediation/pre-hearing discussions (which may not be his/her supervisor) will discuss strategies and tactics with the pupil and seek to ensure that the pupil understands the course of proceedings.
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.	
<b>Practical knowledge, skills and attributes</b>	
<b>1.8 Exercise good English language skills.</b>	Communication skills are a central aspect of the training provided by chambers, and pupil supervisors in particular will demonstrate, teach and evaluate written and oral communication skills, on an ongoing basis. Due to the nature of chambers'
a) Use correct and appropriate vocabulary, English grammar, spelling and punctuation in all communications.	

b) Speak fluent English.	
<b>1.9 Exercise good communication skills, through any appropriate medium and with any audience as required in their work.</b>	work, there will be an appropriate emphasis upon oral and written communication skills specific to practice at the family law bar, which pupils will be able to practice feedback from their supervisors. This ongoing training will be supplemented by the formal advocacy exercises as set out in the main body of the policy.
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).	
<b>1.10 Make sound judgements in their work.</b>	The development of sound judgement is a central aspect of the training provided by chambers, and one of the principal criteria for the assessment of pupils' work. Chambers only recruits pupils who have already shown an excellent aptitude for legal analysis. Inevitably, however, many pupils at the point of recruitment have had limited exposure to cut and thrust of family law especially public law proceedings, and their judgment and instincts are less well developed. This is well recognised by pupil supervisors and the pupillage committee, and the development of these skills is emphasised
a) Apply effective analytical and evaluative skills to their work [1.5].	

<p>b) Ensure that they act independently so that their judgements are not influenced by external pressures.</p>	<p>throughout pupillage in the context of exercises testing other skills; purely by way of example, pupils will be encouraged to recognise the potential</p>
<p>c) Take responsibility for their decisions.</p>	<p>disadvantages of arguing 'bad' points, adopting unduly legalistic arguments (in the case of certain tribunals), and giving undue time to weak points in the course of advocacy exercises. Where instances arise, pupil supervisors will discuss with pupils the need to take a view independently of the views of those instructing them, and to advise in different terms from advice given by those instructing them where appropriate in view of their duties to the lay client.</p>

<p><b>1.11 Ensure they are fully prepared.</b></p>	<p>The importance of time management, preparation and diligence will be emphasised by pupil supervisors on an ongoing basis, along with related topics such as the need to ensure that their caseload does not conflict with their ability to fulfil their duties to individual clients.</p>
<p>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].</p>	<p>The importance of time management, preparation and diligence will be emphasised by pupil supervisors on an ongoing basis, along with related topics such as the need to ensure that their caseload does not conflict with their ability to fulfil their duties to individual clients.</p>
<p><b>1.12 Employ effective research skills.</b></p>	<p>One of the forms of work which pupils are expected to perform for pupil supervisors is the preparation of research notes when the need arises, and these will be evaluated and areas for improvement identified on an ongoing basis. This is a vital skill for pupils in a family set to develop, given the likelihood that they will frequently be presented by more complex family law problems due to chambers small size more quickly than in larger sets. Having said that, chambers does not embrace the old-fashioned view of pupillage according to which pupils are a readily available research resource for senior members of chambers. Instead, chambers seeks to emphasise the continued development and enhancement of research skills as part of the process of learning other skills, such as pleading and advising, which invariably depend upon a bedrock of sound legal research. In this way, pupils' research skills will be reviewed/appraised on an ongoing basis by supervisors, by non-supervisors (including those setting Assessed work), and in formal advocacy exercise.</p>
<p>a) Accurately identify the legal and non-legal issues.</p>	<p>One of the forms of work which pupils are expected to perform for pupil supervisors is the preparation of research notes when the need arises, and these will be evaluated and areas for improvement identified on an ongoing basis. This is a vital skill for pupils in a family set to develop, given the likelihood that they will frequently be presented by more complex family law problems due to chambers small size</p>
<p>b) Recognise when legal and non-legal research is required.</p>	<p>research notes when the need arises, and these will be evaluated and areas for improvement identified on an ongoing basis. This is a vital skill for pupils in a family set to develop, given the likelihood that they will frequently be presented by more complex family law problems due to chambers small size</p>
<p>c) Use appropriate methods and resources (paper, electronic or other media and/or relevant experts) and ensure that legal sources are up-to-date.</p>	<p>on an ongoing basis. This is a vital skill for pupils in a family set to develop, given the likelihood that they will frequently be presented by more complex family law problems due to chambers small size</p>

d) Assess the quality and relevance of all sources.	<p>more quickly than in larger sets. Having said that, chambers does not embrace the old-fashioned view of pupillage according to which pupils are a readily available research resource for senior members of chambers. Instead, chambers seeks to emphasise the continued development and enhancement of research skills as part of the process of learning other skills, such as pleading and advising, which invariably depend upon a bedrock of sound legal research. In this way, pupils' research skills will be reviewed/appraised on an ongoing basis by supervisors, by non-supervisors (including those setting Assessed work), and in formal advocacy exercise.</p>
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.	
<b>Advocacy</b>	
<b>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.</b>	<p>The preparation of court and other legal documents, including case summaries, chronologies, threshold and welfare finding documents and skeleton arguments, is a central part of training in chambers. As chambers' work is exclusively family, pupils will obtain extensive experience of drafting, through observation of their supervisors and through practice with feedback from supervisors given these are skills that will likely be required in the majority of the cases undertaken by pupils in there second 6. Wherever possible, pupils carrying out drafting exercises will be provided with corresponding documents prepared by their supervisors or other members of chambers to help with their development, and they will be encouraged to collate a file of 'precedents' to help them in the later stages of pupillage and in practice. The range of documents</p>
a) Draft accurate and legally effective documents (whether contentious or non-contentious).	<p>The preparation of court and other legal documents, including case summaries, chronologies, threshold and welfare finding documents and skeleton arguments, is a central part of training in chambers.</p>
b) Utilise precedents where appropriate and also be able to draft without them.	<p>As chambers' work is exclusively family, pupils will obtain extensive experience of drafting, through observation of their supervisors and through practice</p>
c) Address all relevant legal and factual	<p>with feedback from supervisors given these are</p>

issues.	<p>skills that will likely be required in the majority of the cases undertaken by pupils in there second 6.</p> <p>Wherever possible, pupils carrying out drafting exercises will be provided with corresponding documents prepared by their supervisors or other members of chambers to help with their development, and they will be encouraged to collate a file of ‘precedents’ to help them in the later stages of pupillage and in practice. The range of documents</p>
d) Comply with appropriate formalities.	
e) Exercise good English language skills [1.8].	
f) Exercise good communication skills [1.9].	

<p><b>1.14 Draft skeleton arguments which present the relevant facts, law and arguments in a clear, concise and well-structured manner.</b></p>	<p>which will be encountered will correspond broadly to those formerly listed in the BSB’s specialist pupillage checklist for Family Law Bar.</p>
<p>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.</p>	<p>Pupils will obtain ongoing exposure to the rules and practice directions relevant to family litigation, particularly those of FPR, which pupils will encounter from the earliest stages of pupillage.</p>
<p>b) Draft skeleton arguments which comply with those Rules and Practice Directions and protocols.</p>	
<p><b>1.15 Have persuasive oral advocacy skills.</b></p>	<p>As noted already, pupils will ordinarily undertake advocacy in court likely immediately after completing their second 6. This reflects the nature of chambers’ work, which is exclusively family, and does lend itself readily to pupils carrying out such work. Pupils will however routinely discuss matters of oral advocacy, and its improvement and development, with their supervisors by reference in particular to the supervisors’ own practice.</p> <p>Chambers recognises that it is very important to provide pupils with the opportunity to carry out formal advocacy exercises within chambers, and these have been described in the body of the pupillage policy above. Typically, these exercises will be comparable to a BTPC advocacy exercise, but with a greater focus on documentary evidence, as befits training for a commercial practice. In addition exercises will place more emphasis on legal argument, and will typically involve specialist areas of law with which the pupil will have gained some familiarity during pupillage. Pupils’ preparation for advocacy exercises will be constrained by a fixed preparation period which will allow them to obtain some experience of acting under legitimate pressure. Detailed feedback will be provided on pupils’ performance at these exercises.</p> <p>Given the nature of chambers’ work, it is common</p>
<p>a) Thoroughly recall and comprehend and accurately apply to the matters they are dealing with the law and procedure relevant to advocacy.</p>	
<p>b) Apply effective analytical and evaluative skills to their work [1.5].</p>	
<p>c) Identify strengths and weaknesses from different parties’ perspectives.</p>	
<p>d) Prepare how they will effectively communicate the argument.</p>	
<p>e) Manage facts to support the argument or position.</p>	
<p>f) Present orally a reasoned argument in a clear, logical, succinct and persuasive way.</p>	
<p>g) Use and cite legal authority appropriately.</p>	
<p>h) Comply with all relevant formalities.</p>	
<p>i) Recognise the role of different types of witness and use appropriate techniques for witness handling having particular regard to vulnerable witnesses.</p>	
<p>j) Listen and respond effectively to questions and opposing arguments.</p>	



<p>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.</p>	<p>for members of chambers to encounter vulnerable witnesses in practice, if pupils do not obtain live experience of such witnesses they will discuss the appropriate techniques with at least one pupil supervisor, at an appropriate point during pupillage.</p>
<p><b>Professional standards</b></p>	
<p><b>1.16 Comply with regulatory requirements set down by the Bar</b></p>	<p>The importance and content of professional standards, along with the existence of support</p>

<b>Standards Board, including the Code of Conduct.</b>	<p>mechanisms (such as more senior members of chambers and the BSB) will be communicated by pupil supervisors to their pupils on an ongoing basis, especially when situations raising difficult questions of professional ethics arise. Such situations may also feature in work set by non-supervisors (including Assessed work), and in advocacy exercises, and in such cases the relevant considerations will be discussed with pupils by the members of chambers responsible for such work.</p>
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.	<p>Pupils will generally attend all court and other meetings/conferences attended by their pupil supervisor, and will observe and discuss the relevant conduct requirements in that context. It is desirable to broaden a pupils' exposure, they will also attend court with a non-supervisor, and in that case the non-supervisor will be expected to act as a guide to the relevant requirements.</p>
<b>1.17 Know how to conduct themselves appropriately in court.</b>	
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.	<p>Chambers undertakes a broad range of family work, predominately care and private law, it undertakes very little financial remedies work. During the course of pupillage, pupils should obtain at least some experience of the full range of chambers' work, and be able to recognise areas of work which are not within their competence. Their supervisors will make them aware of support mechanisms available within chambers (such as consulting with more senior members) which will help pupils to make appropriate determinations about their competence and requirements of their professional duties when called upon to do so in practice.</p>
<b>1.18 Only accept work which they believe they are competent to undertake.</b>	
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.	
<b>2. Personal values and standards</b>	
<b>Values, characteristics and behaviours</b>	

<p><b>2.1 Act with the utmost integrity and independence at all times, in the interests of justice, representing clients with courage, perseverance and fearlessness.</b></p>	<p>All these matters will be demonstrated to and discussed with pupils on an ongoing basis by pupil supervisors, and by any other members of chambers shadowed by a pupil whose work raises a pertinent situation. Pupil supervisors will ensure that pupils have and maintain a good familiarity with the relevant regulatory requirements.</p>
<p>a) Identify situations where their integrity and/or independence may be put at risk.</p>	

<p>b) Act with integrity including: 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.</p>	
<p>c) Uphold the reputation of the Bar and observe their duty to the court in the administration of justice [1.1].</p>	
<p>d) Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct [1.16].</p>	
<p>e) Take responsibility for their actions and decisions.</p>	
<p><b>2.2 Be honest in their dealings with others</b></p>	
<p>a) Comply with regulatory requirements set down by the Bar Standards Board, including the Code of Conduct [1.16].</p>	
<p>b) Ensure that they are honest about the limits of their knowledge, their experience, qualifications and professional status.</p>	
<p>c) Ensure that to the best of their knowledge and belief any information they give is accurate, true and not likely to mislead.</p>	
<p><b>2.3 Be aware and active in the pursuit of equality and respect for diversity, not tolerating unlawful discrimination, in themselves or others.</b></p>	<p>Chambers is committed to equality of opportunity, and will treat everyone fairly and equally, without discrimination on grounds of race (including colour, nationality, citizenship and ethnic or national origin), sex, sexual orientation, gender reassignment, pregnancy/maternity, marital status or civil partnership, age, religion, belief (including political persuasion) or disability. The importance of these commitments will be conveyed to pupils, particularly by their supervisors, and all pupils will be expected to familiarise themselves with chambers' policies on the subject, and act accordingly. These policies are provided to the pupils as part of their induction.</p>
<p>a) Actively observe and uphold the law on equality, diversity and discrimination.</p>	
<p>b) Be alert to the potential for unconscious bias.</p>	
<p>c) Take active steps to act fairly and inclusively and show respect to others.</p>	
<p>d) Identify situations where there is a risk of breach of the law on equality and diversity.</p>	

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.**

Pupils will typically be instructed on their own cases immediately after their first 6, and this will

a) Ensure that, where fees are chargeable, the basis for charging fees is established with the client at the outset of any matter.	ensure their real-life exposure to these issues. Pupil supervisors will nevertheless explain the fundamental aspects of recording time, the agreement of fees, and billing to their pupils, and
b) Follow those arrangements in an efficient and cost-effective manner, ensuring that any necessary changes to the arrangements are agreed with the client.	pupils will be introduced to chambers' clerks (and their role) at an early stage of pupillage.
c) Undertake work that promotes the client's best interests.	The need for work to be efficient and expeditious will be communicated to pupils and assessed by pupil supervisors, and others, on an ongoing basis,
d) Progress matters expeditiously.	including by stipulating specific timescales for the completion of certain items of work.
<b>2.5 Adopt a reflective approach to their work, enabling them to correct errors and admit if they have made mistakes.</b>	Chambers encourages self-reflection, and attaches considerable importance in the assessment of pupils to their trajectory, as well as their achievements to date. Pupil supervisors will provide regular feedback
a) Recognise limitations of personal knowledge and skills and act to resolve the situation.	on all work carried out by their pupils. Any other member of chambers who sets work for a pupil is expected to do the same, and to advise the pupillage
b) Take appropriate action when experiencing difficulties with work that is beyond their professional competence and disclose as appropriate.	committee of the date when feedback was given when delivering their assessment of the pupil. Likewise, the panel constituted for any advocacy
c) Identify their errors of judgement, omissions and mistakes and take appropriate action.	exercise will provide feedback to each pupil at the conclusion of the exercise. In addition to these ongoing mechanisms to promote review and reflection, chambers holds reviews of each pupil as
d) Ask for and make effective use of feedback, guidance, advice and support.	set out in the main policy document above, at which point pupils will provide each pupil with an overview of their progress and key points for
e) Take appropriate action to manage personal difficulties that might otherwise affect their work.	improvement. The aim throughout is to foster an atmosphere in which weaknesses are explicitly acknowledged and addressed.
<b>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.</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.

<b>3. Working with others</b>	
<b>At work</b>	
<b>3.1 Understand and exercise their duty to act in the best interests of their client.</b>	These requirements will be demonstrated, communicated and assessed by pupil supervisors on an ongoing basis. When pupils are asked to carry out exercises, they will usually be provided with the instructing solicitors' instructions, and supervisors will discuss with them the importance of identifying the client's best interests in accordance with their lawful instructions, and of acting in accordance with the Code of Conduct and other requirements.
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.	
<b>3.2 Understand and apply principles of team working where appropriate.</b>	Due to the nature of chambers' work, it is very common for cases to close working with solicitors and multiple counsel, and pupils will be exposed to and given an understanding of how such groups operates in practice and will be encouraged to develop collaborative working skills with all members of chambers (supervisors and otherwise), all instructing solicitors, and any lay clients they may encounter. Where pupils attend conferences or hearings at which they will encounter lay or professional clients (or witnesses), they will be advised of the appropriate norms of conduct and expected to abide by them.
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.	
<b>3.3 Respond appropriately to those from diverse backgrounds and to the needs and sensitivities created by individual circumstances.</b>	As noted already, the importance of chambers' commitments to equality of opportunity will be conveyed to pupils, particularly by their supervisors, and all pupils will be expected to familiarise themselves with chambers' policies on the subject,
a) Be aware and active in the pursuit of	



equality and respect for diversity [2.3].	and act accordingly. These policies are collected The
b) Provide information in a way that others can understand taking into account their personal circumstances and any particular vulnerability.	skill of context-sensitive communication, particularly in written and oral advocacy, is emphasised throughout pupillage, and will be taught and assessed by pupil supervisors on an ongoing basis. Pupils will be advised by their supervisors of
c) Recognise and respond effectively to others' particular needs, objectives, priorities and constraints.	the need to make reasonable adjustments on request where this will
d) Recognise and take reasonable steps	

to meet the particular needs of clients including those who are disabled or vulnerable.	assist disabled people to use chambers' services, and will be expected to familiarise themselves with chambers' Reasonable Adjustments Policy.
<b>3.4 Treat all people with respect and courtesy, regardless of their background or circumstances.</b>	These skills will be taught and assessed on an ongoing basis by pupil supervisors, and any other members of chambers whom a pupil may shadow or work for during pupillage.
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.	
<b>3.5 Where appropriate, keep clients, whether lay or professional, informed of case progress in a clear and timely manner and manage their expectations.</b>	As noted already, pupils will usually receive their own professional instructions prior to the tenancy decision, and so the primary forum for learning these skills will be through their interactions with pupil supervisors and also in their second six. Chambers' work is exclusively family, and therefore most cases will occur over a fixed short timeframe, and require careful appraisal by counsel as to ensuring work and information is produced/relayed in a timely manner. Pupil supervisors will demonstrate the relevant skills to their pupils, who will be expected to show awareness of them in any advisory work they are asked to carry out, including mock written documents and advices in conference (which may be held by supervisors and/or by advocacy assessment panels).
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.	
<b>Lay individuals</b>	
<b>3.6 Demonstrate a good awareness of their additional responsibilities in cases involving direct access and litigants in person.</b>	Pupil supervisors will ensure that pupils have a good understanding of these requirements. In chambers' principal areas of practice it is relatively common to encounter litigants in person, which will ensure the

<p>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.</p>	<p>opportunity for supervisors to provide their pupils with live experience of such encounters. Pupils will be given the opportunity to discuss working on cases involving litigants in person with all members of chambers who has appropriate experience of the same.</p>
<p>b) Recognise and appreciate the position of opponents not represented by qualified legal advisors (litigants in person).</p>	

<p>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.</p>	
<p>d) Act in accordance with the Code of Conduct and other rules and regulations applicable to public access clients or litigants in person.</p>	
<p><b>4. Management of practice</b></p>	
<p><b>Personal practice management</b></p>	
<p><b>4.1 Where appropriate, possess a strong understanding of the specific implications of being:</b></p>	<p>Pupil supervisors will ensure that pupils have a good understanding of the requirements of 4.1.1 (4.1.2 being inapplicable to chambers), and the working contexts referred to. Pupils will also be given some exposure to the clerking team within chambers, which will help them to grasp the organisational and financial aspects of the context in which they work.</p>
<p><b>4.1.1 a self-employed barrister;</b></p>	
<p>a) Demonstrate a thorough understanding of the scope of practice rules relevant to a self-employed barrister.</p>	
<p>b) Demonstrate a thorough understanding of the context in which they work (including commercial, organisational and financial) and their place in it.</p>	
<p><b>4.1.2 an employed barrister.</b></p>	
<p>a) Demonstrate a thorough understanding of the scope of practice rules relevant to an employed barrister.</p>	
<p>b) Demonstrate a thorough understanding of the context in which they work (including commercial, organisational and financial) and their place in it.</p>	
<p><b>4.2 Possess sufficient understanding of organisational and management skills to be able to maintain an effective and efficient practice.</b></p>	<p>As noted above, pupils will ordinarily be instructed on their own cases immediately in their second 6. Chambers seeks to ensure that organisational and management skills are attained in two principal</p>

<p>a) Be competent in all aspects of their work, including organisation, management of practice and risk. Competent organisation includes: 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. Competent management includes: i Planning; ii Putting in place human and non-human resources; iii</p>	<p>ways. First, a pupil is expected to be involved in many aspects of his/her supervisor's work, and since most supervisors will have extremely busy practices, their pupils will gain exposure to the relevant skills in this context and the importance of active time management. Secondly, while chambers is careful not to overload pupils, there will be occasions when a pupil needs to address the competing demands of different commitments, such as attending a conference with a supervisor on the same day as finishing a written advice on a different matter. Pupil supervisors will seek to teach and assess practice management skills in this context. As</p>
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<p>Coordinating; iv Leading or directing; v Checking progress against plans to accomplish the goal or target; and vi Financial management. Competent risk management includes: 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>	<p>pupillage progresses, and pupils become more experienced, they will also be expected to provide realistic time estimates for at least some of the pieces of work given to them, and to reflect upon the estimates they gave and the timeframe which they ultimately achieved. They will also discuss with pupil supervisors the professional obligations owed by a barrister in circumstances where there is insufficient time and opportunity to prepare.</p>
<p>b) Comprehend the relevance of strategic planning, financial planning and business development in the context in which they work.</p>	
<p><b>4.3 Plan their personal workload and absences so as to ensure they deliver on all work commitments they have made.</b></p>	
<p>a) Clarify instructions so as to agree the scope and objectives of the work.</p>	
<p>b) Make an informed judgement on the time required to prepare a matter.</p>	
<p>c) Take account of their availability and that of other resources.</p>	
<p>d) Decline to act where there is insufficient time and opportunity to prepare.</p>	
<p>e) Prioritise and plan workload to meet commitments.</p>	
<p>f) Meet timescales, resource requirements and budgets.</p>	
<p>g) Monitor and keep relevant others informed of progress and availability.</p>	
<p>h) Deal effectively with unplanned circumstances and re-prioritise as necessary.</p>	
<p><b>4.4 Understand the organisational systems or structures within which they work and which support their delivery of a professional service.</b></p>	
<p>a) Contribute to efficient operation of the workplace including: i Sharing work when necessary; ii Creating effective support systems; and iii Working effectively within governance</p>	

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	Pupil supervisors will apprise their pupils of the fundamentals of billing.

advice.	
<b>Professional compliance and work</b>	
<b>4.5 Maintain the confidentiality of their clients' affairs, adopting secure technology where appropriate.</b>	Pupil supervisors will teach pupils the fundamental requirements in relation to confidentiality and security of information.
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.	Chambers has prepared a GDPR policy and pupils will be familiarized with this, which supervisors will ask pupils to review at an appropriate point.
b) Comply with relevant data protection requirements.	
<b>4.6 Exercise good time-keeping in face-to-face or telephone encounters.</b>	These skills will be demonstrated, discussed and assessed on an ongoing basis by pupil supervisors.
a) Attend all appointments punctually and as fully prepared as possible in the circumstances.	
<b>4.7 Where necessary, be diligent in keeping good records and files of cases.</b>	
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.	