

## **MARKING SCHEME FOR PUPILLAGE FORMS (2022):**

### **Academic ability (18):**

1. There are 18 points maximum.
2. Up to 16 points under this heading are awarded on a strict scale dependant on undergraduate degree as set out in the table below.
3. Some institutions award a **postgraduate** LLB for completing the GDL (old CPE) and BPTC (old BVC) at the one institution. This does not count as an undergraduate degree.
4. Medical degrees (MB BS MB BChir or variants) will be marked as a 2.1 unless the applicant has distinctions or prizes (which may be in individual subjects) in which case it will be treated as a first. There are extra marks available for higher medical qualifications.

Qualifications and marks	Points
First class degree	16
2:1	14
2:2	8
Third	2

### **Extra points (2):**

5. This category provides up to 2 marks to be awarded to exceptional applicants whose forms provide evidence of academic excellence unrewarded under the basic scheme.
6. 1 mark is available for a distinction grade in post graduate degrees / GDL. 1 mark is available for an 'outstanding' overall mark in the BPTC

7. Up to 2 marks are available for evidence that the applicant came top (or nearly top, use your discretion but a guideline would be the top 5) in their year at any significant stage of their academic career – i.e. top marks in final year law exams at university, not for e.g. top marks in one assignment or at school.
8. 2 marks are available for applicants with a medical degree who then have further medical qualifications, such as GP, obstetric, anaesthetic, surgical etc qualifications
9. Up to 2 marks are available for other evidence of academic excellence (for example university scholarships or exhibitions awarded on merit, academic prizes awarded on merit, winning national newspaper law essay competitions etc). **Suitability for the bar (25):**
10. There are five sub categories which follow:
  - Advocacy
  - Alignment with Cloisters
  - Written Ability
  - Communication/Interpersonal Skills
  - Independence of Mind/InitiativeMarks are awarded for evidence of the competency being demonstrated (e.g. competing in a debating competition).

**Advocacy (5):**

11. This is assessing the applicant's skill at formal advocacy. This may be demonstrated by a number of activities such as:
  - a. public speaking (e.g. student representation, union representative, councillor, spokesperson for a group of any kind);
  - b. presentation skills (e.g. teaching/lecturing);
  - c. theatre/drama;
  - d. mooting;

- e. any real life example where the candidate used their powers of persuasion to obtain a desired outcome;
- f. written advocacy such as written presentations, skeletons.

<b>Score</b>	<b>Criteria</b>
0	No evidence of any of the above activities
1	Evidence of participation in one or more of the above
2	Evidence of effective performance in one or more of the above
3	Evidence of good performance in one or more of the above (e.g. getting past the first round of a moot competition)
4	Evidence of very good performance in one or more of the above (e.g. achieving a good outcome as a result of using persuasive skills, finalist in a moot competition or winning a competition with few competitors, local awards for public speaking)
5	Evidence of excellence in one or more of the above (e.g. achieving an outstanding/unexpected outcome as a result of using persuasive skills, winning a significant moot competition, significant awards for public speaking, drama etc)

Alignment with Cloisters (5):

12.

13. Candidates may demonstrate their alignment with us in ways such as:

- (i) Evidence of specialism in or commitment to one of our areas of specialism
- (ii) Professional activity in an associated field (trade union officials, legal officers, lawyers, government, political, NGO or charity work, relevant academic study, doctors, nurses);
- (iii) Academic specialism in a Cloisters practice area or similar area;
- (iv) Legal experience (including mini-pupillages, placements with a law firm);
- (v) Work in a client-facing role;
- (vi) Pro-bono work;
- (vii) Legal policy work; and/or

(viii) Working in a campaigning role (on a voluntary or paid basis).

Score	Criteria
0	No evidence of performance in areas aligned with Cloisters
1	Some evidence of skills and experience which align with Cloisters
2	Evidence of adequate performance in areas aligned with Cloisters
3	Evidence of good performance in areas aligned with Cloisters
4	Evidence of very good performance in areas aligned with Cloisters
5	Excellence in several respects

Written ability (5):

Score	Criteria
0	<ul style="list-style-type: none"><li>• Frequent or pervasive poor spelling.</li><li>• Punctuation which contradicts the writer's intended meaning, or shows basic misunderstanding of punctuation.</li><li>• Sentences which do not make any sense whatsoever or which are incomplete.</li><li>• Extremely short, uninformative, answers to questions in the application form which omit obviously relevant information (e.g., dates, identity of institutions).</li><li>• Use of obviously offensive, grossly insensitive or insulting language.</li><li>• Writing style completely fails to persuade that the applicant is a suitable prospective pupil.</li></ul>
1	<ul style="list-style-type: none"><li>• Occasional poor spelling and punctuation.</li></ul>

	<ul style="list-style-type: none"> <li>• Unnecessarily or inappropriately ambiguous phrasing or punctuation.</li> <li>• Short or excessively long, or tautologous, answers to questions in the application form.</li> <li>• Careless or insensitive use of language.</li> <li>• Writing Application does little to persuade that the applicant is a suitable prospective pupil, e.g., by failing to demonstrate what an applicant did as part of a work experience placement, or omitting relevant information.</li> </ul>
2	<ul style="list-style-type: none"> <li>• No more than one or two mistakes in total, in either spelling or punctuation.</li> <li>• Inaccurate reference(s) to legal professionals and institutions, including judges (e.g., ‘Justice’ for a High Court Judge, ‘Industrial Tribunal’ <i>etc</i>).</li> <li>• Unfocussed answers to questions in the application form, including obviously irrelevant or unnecessary information.</li> </ul>
3	<ul style="list-style-type: none"> <li>• No mistakes or no more than one or two mistakes very insignificant mistakes in total, in either spelling or punctuation.</li> <li>• Appropriate language and style for an application form.</li> <li>• Good, full, but over-long, or insufficiently detailed answers to questions in the application form.</li> <li>• Omission of some information that would be relevant and helpful.</li> <li>• Inclusion of information that does not add anything to the application.</li> <li>• Reasonably effective identification, description and articulation of skills and experience.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Very good spelling, punctuation and vocabulary.</li> <li>• Good use of accurate and effective language.</li> <li>• Some use of unnecessarily archaic or pompous language.</li> <li>• Failure to demonstrate the sensitive and idiomatic use of language required for a ‘5’.</li> </ul>

	<ul style="list-style-type: none"> <li>• Largely effective, concise, self-identification, description and articulation of skills and experience and how those skills and experience make the applicant a suitable prospective pupil.</li> <li>• Inclusion of all obviously relevant information and no obviously irrelevant information.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Exemplary spelling, punctuation and vocabulary.</li> <li>• Invariable choice of accurate and effective language.</li> <li>• Sensitive use of language.</li> <li>• Avoidance of inappropriately long or pompous words, expressions or phrases.</li> <li>• No misuse of idioms.</li> <li>• Use of an appropriate tone for an application form: engaging, but avoidance of inappropriate informality or joviality.</li> <li>• Appropriate reference to people, especially legal professionals (avoiding unnecessarily long or pompous or inappropriately informal judicial titles), and institutions.</li> <li>• Entirely effective, concise, self-identification, description and articulation of skills and experience and how those skills and experience make the applicant a suitable prospective pupil.</li> <li>• Inclusion of all possible relevant information and no irrelevant information.</li> </ul>

Communication/Interpersonal skills (5):

14. This is assessing skills in working with others and everyday forms of communication.

This may be demonstrated by a number of activities such as:-

- a. Involvement in campaigning organisations;
- b. Advice/counselling services;
- c. Work experience in a service industry/other service role (e.g. reception/shop work, waitressing etc.);
- d. Conflict resolution;
- e. Negotiation skills;
- f. Experience of dealing with difficult people;

- g. Team-based activities (e.g. sports, amateur dramatics);
- h. Active membership of clubs/societies;

Score	Criteria
0	No evidence of any of these activities
1	Evidence of participation in these activities
2	Evidence of effective performance in these activities
3	Evidence of good performance in one or more of these activities
4	Evidence of very good performance in one or more of these activities
5	Evidence of excellence in one or more of the above activities

Independence of Mind/Initiative (5):

15. This may be demonstrated by a number of activities such as:-

- a. Evidence of setting up own projects;
- b. Leadership roles in or outside work (head of house/school; college president; chair of committee; management role; senior union role);
- c. Evidence of commitment to particular activities and taking an active role to achieve them;
- d. Fundraising for charity (not just participating in an organised event such as race for life);
- e. Evidence of overcoming significant hurdles in order to progress towards a career at the Bar (one example of this could be a candidate with a non-English speaking background, another could be balancing pursuit of a career with notable family commitments);
- f. Past experience of juggling a number of activities at the same time (e.g. studying whilst working, taking on voluntary roles whilst studying/working, bringing up children/working)

Score	Criteria
0	No evidence of any of these activities

1	Evidence of participation in these activities
2	Evidence of effective performance in these activities
3	Evidence of good performance in one or more of these activities
4	Evidence of very good performance in one or more of these activities
5	Evidence of excellence in one or more of the above activities Excellence

Special circumstances (2):

16. This category aims to recognise those who may have found it harder to score full marks in other categories due to structural disadvantages. Up to 2 marks available for overcoming significant disadvantage in coming to the Bar. 2 marks would reflect multiple or severe disadvantages.

17. Examples might include:

- a. A disability;
- b. Growing up in poverty;
- c. Significant caring responsibilities;
- d. Having come to the UK seeking asylum / humanitarian protection or in comparable circumstances;
- e. Having spent time in care.

18. we will consider these answers when deciding whether to flag the application for further consideration by the Pupillage committee, despite a low mark. Examples might include:

- a. Bereavement of a close family member, particularly at a crucial educational stage;
- b. Illness at a crucial educational stage;
- c. Late career changer, whose degree class is not reflective of significant career achievements since then.



PUPILLAGE COMMITTEE

December 2022