

Behavioural Indicators Table: 36 Public

Criteria marked with an asterisk (*) have a higher weighting.

Criteria	Behavioural Indicators	Rating Scale & Illustrative Guidance			
		0 Not met	1 Partially met	2 Fully met	3 Exceeds
Academic attainment* Tested in form	N/A	Below 2.2	2.2 or below 2.2 with other evidence (e.g. significant scholarship, postgraduate qualification or mitigating circumstances)	2.1 or 2.2 with other evidence (e.g. significant scholarship, postgraduate qualification or mitigating circumstances)	1 st or 2.1 with other evidence (e.g. significant scholarship, excellence in postgraduate qualification or mitigating circumstances)
Analytical skills* Tested in form Q1 and at interview	(i) Ability to identify key information from a large amount of material (ii) Attention to detail (iii) Clarity	No evidence significant evidence of the behavioural indicators.	Some key points identified.	Most key points identified. Appropriate conclusions drawn and communicated effectively.	All key points identified. Appropriate attention to detail. Appropriate balancing of competing factors. Appropriate conclusions drawn. Conclusions communicated in clear, concise, well-structured way.
Interpersonal skills	(i) Empathy alongside objectivity	No significant evidence of the	Some evidence of use of interpersonal	Reasonably strong evidence of effective	<u>Very strong</u> evidence of effective use of interpersonal

Behavioural Indicators Table: 36 Public

<p>Tested in form Q2 and at interview</p>	<p>(ii) Listening skills (iii) Ability to engage with others, including vulnerable people (iv) Ability to adapt presentation style to suit different audiences (e.g. clients, judges, opponents, solicitors)</p>	<p>behavioural indicators.</p>	<p>skills in situation that required them.</p>	<p>use of interpersonal skills in situation that required them, and evidence that such use had a positive effect on the outcome of the situation.</p>	<p>skills in particularly challenging situation(s) that required them, and evidence that such use had a <u>substantial</u> positive effect on the outcome of the situation.</p>
<p>Written communication /advocacy*</p> <p>Tested in form Q1 and at interview through a written task set in advance</p>	<p>(i) Uses appropriate spelling, punctuation, and grammar (<i>Cannot receive a 3 for this criterion if their form contains SPG errors unless they've disclosed dyslexia or another relevant condition/neurological difference</i>) (ii) Writes concisely, identifying the key points and excluding irrelevant information (iii) Writes persuasively, with clear reasoning and structure</p>	<p>No significant evidence of the behavioural indicators.</p>	<p>Writing is clear and structured in parts. Some use of appropriate language. Limited evidence of ability to communicate effectively and persuasively in writing. Significant number of errors in spelling, punctuation, and/or grammar.</p>	<p>Writing is reasonably clear, concise, and well-structured. Generally uses appropriate language. Information and arguments presented reasonably effectively and persuasively. Few errors in spelling, punctuation, and/or grammar.</p>	<p>Writing is very clear, concise, and well-structured. Appropriate use of language throughout. Information/arguments presented effectively and persuasively, with a high degree of impact. No reference to irrelevant matters. <u>Applicants cannot be awarded 3 points if their form contains errors in spelling, punctuation, and/or grammar (unless they've disclosed a relevant condition/neurological difference).</u></p>

Behavioural Indicators Table: 36 Public

	(v) Answers the question asked or performs the task set (vi) Evidence of preparation and appropriate research				
Oral communication/advocacy* Tested in interview only	(i) Persuasiveness, including to ability to identify most persuasive arguments (ii) Ability to adapt and respond when challenged or put on the spot (iii) Clarity (iv) Ability to structure and pace submissions appropriately (v) Appropriate tone	No significant evidence of the behavioural indicators.	Some evidence of some of the behavioural indicators.	Reasonably strong evidence of most of the behavioural indicators.	<u>Very strong</u> evidence of most or all of the behavioural indicators. Consistently communicates effectively and persuasively, with a high degree of impact.
Commitment and motivation (to the Bar and to public law) Tested in form Q3 and at interview	(i) Interest in at least one of 36 Public's practice areas (ii) Awareness of current issues in public law and/or in at least one of 36 Public's practice areas (iii) Dedication and commitment to a career at the Bar	No significant evidence of the behavioural indicators.	Some evidence of some of the behavioural indicators.	Reasonably strong evidence of most of the behavioural indicators. <u>Applicants can only be awarded 2 points or more if they have demonstrated an interest in at least one of 36 Public's practice areas.</u>	<u>Very strong</u> evidence of most or all of the behavioural indicators.

Behavioural Indicators Table: 36 Public

	<p>(iv) Understanding of what the work of a barrister involves</p> <p><i>Be careful not to equate commitment with experience as the latter may have been harder to come by for some applicants, particularly during the pandemic.</i></p>				
<p>Resilience</p> <p>(This includes, but is not limited to, factors such as working under pressure, courage, and perseverance.)</p> <p>Tested in form Q4</p>	<p>(i) Ability to work under pressure (ii) Perseverance (iii) Ability to cope with failure (iv) Ability to learn from experiences (v) Ability to overcome obstacles</p>	<p>No significant evidence of the behavioural indicators.</p>	<p>Some evidence of having to deal with a pressurised or challenging situation.</p>	<p>Reasonably strong evidence of having responded effectively to a pressurised or challenging situation, achieving a positive outcome.</p>	<p><u>Very strong</u> evidence of having responded <u>highly effectively</u> to a particularly pressurised or challenging situation, achieving a positive outcome.</p> <p>Evidence of having managed stress to remain calm.</p>
<p>Overcoming adversity</p> <p>Tested in form Q5 (optional)</p>	<p>(i) Determination (ii) Strength and confidence in the face of adversity (iii) Overcoming barriers</p>	<p>Applicant has not answered the relevant question in the application, or has not shown evidence of having faced and overcome significant adversity.</p>	<p>Some evidence of having faced and overcome significant adversity, elevating the applicant's achievements to a limited extent.</p>	<p>Reasonably strong evidence of having faced and overcome significant adversity, elevating the applicant's achievements to a significant extent.</p>	<p>Very strong evidence of having faced and overcome <u>very significant</u> adversity, elevating the applicant's achievements to a <u>very significant</u> extent.</p>

Behavioural Indicators Table: 36 Public

<p>Ethical integrity</p> <p>Tested in application form and interview</p>	<p>(i) Appropriate ethical judgment (ii) Knowledge of the BSB Handbook/Code of Conduct</p> <p><i>These behavioural Indicators apply at the second round interview stage only.</i></p> <p><i>At the application form and first round interview stages, all applicants are assumed to have ethical integrity unless there is conclusive evidence otherwise. Where there is such evidence, the applicant will not be invited to the next stage.</i></p>	<p>No significant evidence of the behavioural indicators.</p>	<p>Limited evidence of appropriate ethical judgment.</p> <p>Reaches appropriate conclusion but requires significant direction from interviewer to do so.</p> <p>No or limited evidence of knowledge of the BSB Handbook/Code of Conduct.</p>	<p>Reasonably strong evidence of appropriate ethical judgment.</p> <p>Reaches appropriate conclusion with limited or no direction from interviewer.</p> <p>Some knowledge of the BSB Handbook/Code of Conduct.</p>	<p>Very strong evidence of appropriate ethical judgment.</p> <p>Reaches appropriate conclusion without any significant hesitation or uncertainty, and is able to explain the reason(s) for this clearly.</p> <p>Demonstrates good knowledge of the BSB Handbook/Code of Conduct.</p>
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Notes

Application form questions

Where a question on the application form is directed at a particular criterion this is noted for the assessor's reference. However, assessment of the relevant criterion is not limited to consideration of that question and can be assessed with reference to the whole application form.

Disability

Our pupillage recruitment process must comply with our positive duty to make reasonable adjustments for disability, where known about, throughout the process. This is distinct from the discretion to take into account mitigating factors, which may also include disability. Chambers will take active steps to reduce the obstacles that disability presents in the application process. Where reasonable adjustments are requested, required or implemented this plays no part in marking applications or deciding whether to offer a candidate an interview or a pupillage. The Head of Pupillage should be made aware of any applicants for pupillage disclosing disability so that we can comply with our obligations. The Head of Pupillage is not involved in marking application forms or interviewing

Pupillage Gateway Questions:

1. How far do you think the state should be able to legislate to restrict freedom of movement within its own borders during a pandemic? (400 words; analytical skills and written communication/advocacy)
2. Describe an occasion when you had to engage with, or assist, a hostile or vulnerable person. What issues or difficulties arose, how did you handle them, and what was the outcome? (200 words; interpersonal skills)
3. Which of 36 Public & Human Rights' practice areas are you interested in, and why? (200 words; commitment and motivation)
4. Give an example of a time when you have had to work under pressure. What was your approach and what was the result? (200 words; resilience)
5. (Optional) If you have faced adversity or obstacles in your journey to the Bar so far, please use this opportunity to tell us about the nature of the challenge you have faced and what steps you have taken to overcome it. (200 words; overcoming adversity)