**Bringing [Dis] Ability to the Bar Mini-Pupillage Application Guidance**

This document is designed to help you in your completion of the application form for the mini-pupillage scheme. Please see the [BDABar Mini Pupillage Policy](https://docs.google.com/document/d/1prfm_CVu3MDFBdvuhoRfO5w7yMMFKsgl/edit?usp=sharing&ouid=103935834774117561889&rtpof=true&sd=true) for details, including recruitment criteria, points of contact, and closing dates.

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# Section 1: **Education, Work and Volunteering**

## a. Education History

### i. Mark scheme

A maximum of three points are available for Education History, which will be calculated based on the qualification for which you received your highest grade:

* 3 points will be given to an applicant who achieved the best possible grade on any one of their qualifications.
* 2 points will be given to an applicant who achieved the second best possible grade on any one of their qualifications.
* 1 point will be given to an applicant who achieved the third best possible grade or below on any one of their qualifications.

### ii. Guidance

Qualifications can include:

* AS-Levels.
* A-Levels.
* Extended Project Qualifications.
* International Baccalaureate Diplomas.
* T-Levels.
* Access to Higher Education Diplomas.
* Certificate of Higher Education (CertHE).
* Higher National Certificate (HNC).
* Diploma of Higher Education (DipHE).
* Foundation Degree.
* Higher National Diploma (HND).
* Undergraduate Degree.
* Postgraduate Degree, Certificate or Diploma.
* Doctorate.

If your only formal qualifications are GCSEs and BTECs, please do include these in your application.

If you did not receive any formal qualifications at school and/or undertook alternative forms of education, such as an apprenticeship, please list these.

If you are an international applicant, please provide a brief explanation of any results, where necessary, such as the British equivalent.

## b. Professional and Personal Achievements

### i. Mark scheme

A maximum of three points are available for Professional and Personal Achievements:

* 3 points will be given to an applicant who shows a very wide range of examples relating across the recruitment criteria.
* 2 points will be given to an applicant who shows a good range of examples relating across the recruitment criteria.
* 1 point will be given to an applicant who shows a limited range of examples relating across the recruitment criteria.

### ii. Guidance

We want to hear of any achievements that reflect your suitability for the Bar.

Your examples may be drawn from education, work, volunteering, your personal experience or any other area of expertise.

Please bear in mind the following recruitment criteria when choosing what you want to include:

* Intellectual Ability – other than formal qualifications, this could include published articles, peer-reviewed projects, success in academic competitions and Inn of Court scholarships, as well as any other research, writing, projects, volunteering, leadership, awards and prizes demonstrating expertise in a particular area.
* Advocacy and Communication Skills – some examples to demonstrate these may include public speaking, drama, mooting, debating, mock trials and customer service experience.

* Teamwork Skills – use examples that can demonstrate an ability to develop effective working relationships, through both teamwork and leadership. Examples can include volunteering efforts, advocacy for a cause, working in a team or mentoring another.
* Strong Motivation to Practise at the Bar - some examples to demonstrate this may include mini-pupillages, marshalling, attending webinars or events, volunteering in your preferred practice area(s) or pro bono.

## c. Mitigating Circumstances

### i. Mark scheme

For those applicants who did not achieve full marks in the Education, Work and Volunteering section as a whole, the Mitigating Circumstances section will be taken into account.

A maximum of 2 additional points will be awarded where your circumstances prevented you from achieving the maximum score:

* 1 additional point is available for Education History.
* 1 additional point available for Professional and Personal Achievements.

### ii. Guidance

This is your opportunity to tell us anything that you think might be relevant in providing context for your education, work and volunteering history.

* For example, this could include an explanation for results that did not demonstrate your fullest ability, time out from study or work, or anything else that you feel is important, but does not fit neatly into the other sections.

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# Section 2: Application **Questions**

## a. Questions 1 - 5

### i. Mark scheme

Treat all of your answers as written advocacy. Show us, do not simply tell us. This means that you need to demonstrate what you achieved using evidence drawn from your education, work, volunteering and/or personal experience.

For all five application questions relating to our recruitment criteria, each answer will be marked out of a maximum of 4 points.

| **Number of Points** | **Standard of answer** |
| --- | --- |
| 0 out of 4 | No relevant skill/experience relating to the recruitment criterion is mentioned in the answer. |
| 1 out of 4 | One or more relevant skills/experiences are mentioned in the answer, without any evidence or examples to justify them. |
| 2 out of 4 | One brief example is given of the relevant skills/experiences, with a brief mention of evidence to justify them. |
| 3 out of 4 | One or more in-depth examples are given of the relevant skills/experiences, with a wider range of evidence to justify them. |
| 4 out of 4 | One or more in-depth examples are given of the skill/experience, with a wide range of evidence to justify them, and these examples are clearly related back to the criterion to show why the candidate would perform well during a mini-pupillage. |

### ii. Guidance

These are the recruitment criteria we will be using to mark all applications.

Criterion 1: Intellectual Ability (assessed in Question 1)

* Evidenced by, amongst other things, academic performance at university or academic potential shown through improvements at each academic stage or other successes such as published articles and essay competitions. Qualifications from A-Level through to postgraduate will be considered.

Criterion 2: Advocacy and Communication Skills (assessed in Question 2)

* The candidate deploys precise and well-reasoned arguments, with clarity and fluency. The candidate can demonstrate persuasiveness and conviction, and can tailor style to the audience; evidenced by experience in, amongst other examples: mooting, mock trials, debating, public speaking, customer service experience, social causes, advocacy, and drama.

Criterion 3: Teamwork Skills (assessed in Question 3)

* The candidate needs to be able to build productive working relationships, treat people with courtesy and respect regardless of their background. Furthermore, the candidate needs to respond appropriately to those from diverse backgrounds and to the needs and sensitivities created by individual circumstances; evidenced in, amongst other things, a professional background and volunteer work.

Criterion 4: Strong Motivation to Practise at the Bar (assessed in Question 4)

* The candidate will exhibit a high level of commitment to a career at the Bar, together with a sound understanding of the profession and where relevant, any current intended area(s) of practice. Importantly, the candidate must understand what it is to be a barrister, and have a genuine interest in practising law at the Bar.

Criterion 5: Understanding of the Value in a Mini Pupillage (assessed in Question 5)

* Evidenced in the candidate’s answer to the specific question regarding motivations in the written application.

Criterion 6: Care and Attention in Preparing the Application (assessed across all)

* Evidenced in careful planning of the questions and structured answers.

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## b. Advice on Answer Technique

### i. Task-based Questions

Questions 1, 2 and 3 are task-based questions. A technique that we recommend using when answering these questions is known as ‘STAR’:

Situation – Give a brief description of the situation you were faced with

Task – What was it you needed to achieve?

Action – What did you do to achieve an outcome?

Result – What was the result? If good, why were you successful? If not,

why not? Where could you have improved? What did you learn?

See the following example, courtesy of the National Careers Service website:

Question: ‘Tell me about a time when you have shown leadership skills’.

Example Answer:

*Paragraph 1: In my previous digital marketing job, the company wanted to get more people to sign up to a newsletter which was not receiving a lot of attention.*

*Paragraph 2: My job was to find a way of getting more people to sign up.*

*Paragraph 3: I organised a meeting with other important members of the marketing team to come up with creative ideas, and I led the social media campaign to generate interest in the revamped newsletter.*

*Paragraph 4: Over a period of three months, there was a 25% increase in sign-ups to the newsletter and the approach I took was used by the management team in other departments.*

Paragraph 1 was the situation.

Paragraph 2 was the task.

Paragraph 3 was the action.

Paragraph 4 was the result.

Focus your answer on the action and result, rather than on describing the situation in any great detail.

### ii. Motivation-based Questions

Questions 4 and 5 are designed for you to demonstrate your motivation by using your persuasive skills.

Your response will be personal to you. When drafting your answer, consider why you want to become a barrister, and what you have done to demonstrate this commitment. Your aim should be to persuade the person reading your answer to understand why you would make a good barrister.

To make your case persuasively, draw on personal experience as well as what you have achieved and learned from your work, volunteering and academic experience.

There is no specific structure you must take when answering these questions, but it may be more persuasive to separate your answer into subheadings or numbered paragraphs (such as firstly, secondly, thirdly).