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**Compulsory Pupillage Courses**

**Recognition as an approved training provider for the pupillage advocacy course**

This form should be used when applying to the Bar Standards Board for approval as

an approved training and assessment provider for the pupillage advocacy course

Please **do not** complete this form before consulting the requirements and associated guidance set out below at Annex A (which follows the form). If you have any questions about this form or the process for applying for approval, please contact pupillagecourses@barstandardsboard.org.uk.

Applications will be assessed against the requirements and information set out in the [Curriculum and Assessment Strategy](https://www.barstandardsboard.org.uk/training-qualification/curriculum-and-assessment-strategy.html).

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| **1. Name of proposed training provider** |
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| **Name and role of provider representative**  |
|  |
| **Address** |
|  |
| **Email** |
|  |
| **Telephone**  |
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| **2. Provide a brief description of your organisation. Please outline what people or organisation(s) are involved in putting forward this proposal and what governance arrangements are in place for delivering the training.**  |
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| **3. Course duration, structure, mode of delivery, and frequency**  |
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| **4. Estimated cost to pupils** |
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| **5. How will you ensure an appropriate standard of training? How will you recruit trainers for the course? How will you ensure that the trainers are suitably qualified? What are the arrangements for ensuring continued competence?** |
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| **6a. Please describe how you will assess pupils against the requirements of the Curriculum and Assessment Strategy.**  |
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| **6b. How will you ensure that there is an element of individual assessment?** |
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| **6c. How will you ensure that there is consistency in the way individuals are assessed?** |
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| **6d. How will you ensure pupils are supported to achieve the best outcome of which they are capable?** |
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| **7. Expected group sizes for all aspects of advocacy training and trainer/pupil ratio** |
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| **8. What are the arrangements for monitoring:*** **ongoing quality of training and**
* **quality and relevance of course materials?**
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| **9. Equality Impact Assessment** |
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| **10. Arrangements for reasonable adjustments** |
|  |
| **11. Process for dealing with complaints** |
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| **12. Process for dealing with appeals** |
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| **13. How you will ensure that data is securely kept and processed*?*** |
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| **14. Additional information** |
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**DECLARATION**

*I confirm this information is true and accurate and complete, and that all material information has been included. I confirm that I have authority to make this application and the declaration on behalf of the organisation named in this application.*

*I consent to the Bar Standards Board making any enquiries and seeking information as it considers appropriate, including from third parties, in the course of considering the application and will provide all necessary consents to enable the Bar Standards Board to obtain the information it considers appropriate.*

*I agree to notify the Bar Standards Board as soon as any information in this application has changed.*

*I understand that any misrepresentation or failure to reveal information may be deemed to be sufficient cause for the refusal of this application.*

**Signed:**

**Date**

Thank you for completing this form. Please return the completed form and any supporting materials to pupillagecourses@barstandardsboard.org.uk. Your application will be considered by the Authorisations Team. If your application is approved, an agreement will be entered into.

**ANNEX A**

**Course requirements and guidance on completing the application: pupillage advocacy course**

The guidance below is to help those applying for approval to deliver the compulsory course in advocacy during pupillage. It explains the requirements for the course and how to complete the application form above. Requirements for delivery of the course are highlighted in text boxes.

The assessment criteria for the course are set out in the [Curriculum and Assessment Strategy.](https://www.barstandardsboard.org.uk/training-qualification/curriculum-and-assessment-strategy.html)

***General***

If you have supporting documents to go with your application, please ensure they are clearly titled and reference is made to the documents within the application form, and submit the documents along with the application form to pupillagecourses@barstandardsboard.org.uk.

We will take a proportionate approach to applications and while we do request answers to all questions, we anticipate that the extent of documentation available will be proportionate to the nature of the organisation concerned.

1. ***Name of proposed training provider***

Please give the standard name of the organisation that will be providing the training, including (if different) the name which will be used for the contractual agreement. An organisation may be interpreted to mean a grouping which is formed for the purpose of delivering this training, but it must still have in place an identifiable structure of accountability and be able to answer the questions on this form.

***Name of provider representative***

This should be the person whom the BSB should contact in relation to the application.

***Address***

***Email***

***Telephone***

These should be the contact details for the provider representative named at 2.

1. ***Provide a brief description of your organisation. Please outline what people or organisation(s) are involved in putting forward this proposal and what governance arrangements are in place for delivering the training.***

Your answer should include a short paragraph or sentence which outlines the nature of the organisation, for example Inn of Court, Circuit, academic institution or private training company. If more than one body is collaborating in the delivery of training, please describe who is involved. It should also include an organisation chart which shows who has overall responsibility for advocacy training and specific roles and responsibilities for delivering training, quality assurance mechanisms and any other relevant aspects.

1. ***Course duration, structure, mode of delivery, and frequency***

Courses must be structured in a way which allows all pupils to have an appropriate opportunity to learn, practise and be assessed in line with the course assessment criteria.

We expect that courses will consist of at least 12 hours of advocacy training and assessment.

Mode of delivery should provide an appropriate environment in which to learn and be assessed fairly. Course venues should be of an appropriate size and layout for all pupils to train and be assessed to the standard in the Curriculum and Assessment Strategy.

For this question, please explain your proposed course structure, including the mode of delivery (eg online/in person/hybrid), the duration of the course and how often/when during the year you propose to deliver it. This should include explicit reference to how your proposed course structure will allow pupils to satisfy the assessment criteria set out in the Curriculum and Assessment Strategy.

If your course will be significantly more or less than 12 hours’ duration, please explain why.

1. ***Estimated cost to pupils***

Your answer should outline the estimated cost to pupils of undertaking the proposed training. This may, where relevant, include course fees, but the applicant should state if there are likely to be any additional costs, such as for preparatory materials or texts not included in any course fees, or for travel/accommodation expenses.

We do not expect you to provide specific figures for travel, only that you state if this is likely to be needed on top of other course expenses. This question allows us to monitor the impact on pupils/AETOs (chambers), in line with the Affordability principle of Bar training. We expect the EIA to address any potential for disproportionate impact on pupils/AETOs from certain backgrounds.

1. ***How will you ensure an appropriate standard of training? How will you recruit trainers for the course? How will you ensure that the trainers are suitably qualified? What are the arrangements for ensuring continued competence?***

Providers must ensure that individuals delivering training and assessing pupils against the assessment criteria are suitably qualified. Where possible, providers should aim to recruit a diverse range of trainers to reflect the diversity of the pupils being trained and the consumers of legal services.

In your answer to this question, you should explain how you ensure the above. This should include answers to the following:

* Explain how you will recruit and train trainers.
* What training trainers will undertake or qualifications they must have in order to deliver training and assess pupils, and how you will ensure these requirements are met.
* Does this include training relating to equality, diversity and inclusion, including avoiding unconscious bias?
* What arrangements are there for ensuring continued competence?
* How will you ensure that there are a sufficient number of qualified trainers to deliver the course to the specifications outlined in this application?

***6a. Please describe how you will assess pupils against the requirements of the Curriculum and Assessment Strategy.***

***6b. How will you ensure that there is an element of individual assessment?***

***6c. How will you ensure that there is consistency in the way individuals are assessed?***

***6d. How will you ensure pupils are supported to achieve the best outcome of which they are capable?***

The BSB does not prescribe specific training or feedback methods, but training and feedback should be constructive and support the pupil’s ability to successfully meet the course assessment criteria. Advocacy assessment may take place through continuous or discrete assessment. If training takes place by continuous assessment, there should be an appropriate number of training sessions to ensure a pupil can be both trained and assessed.

Where possible, efforts should be made to ensure pupils are not assessed by members of their chambers, particularly their pupil supervisor, or their line manager.

Evidence for these questions must include:

* An explanation of how your approach to assessment utilises the assessment criteria in the Curriculum and Assessment Strategy.
* An explanation of how you will ensure your assessment method(s) are fair, objective, robust and consistent.
* Course materials relating to assessment, including assessor documentation.
* An explanation of how the course materials, structure, mode of delivery, trainer experience and other factors will allow pupils to achieve the best possible outcome on the course.
* Please also provide any materials relating to training and assessment – for example, your course curriculum or assessment documents.
1. ***Expected class sizes and trainer/pupil ratio***

Advocacy training must take place in classes of an appropriate size to give all pupils sufficient opportunity to practise and meet the assessment criteria. Where assessment is taking place, there should be a sufficient number of experienced trainers in the room to ensure that all pupils have the opportunity to be assessed individually.

Please outline the expected typical class sizes and trainer/pupil ratios (whether in person on online), including an explanation of what happens should these numbers be exceeded. We accept that some sessions may have different class sizes/ratios to others, for example lectures versus practical advocacy sessions and in-person versus online activities. Where delivery takes place in person, we expect that venues are of a sufficient size and quality to allow all pupils to learn and perform comfortably.

1. ***What are the arrangements for monitoring:***
* ***ongoing quality of training and***
* ***relevance and quality of course materials?***

Providers are responsible for monitoring the ongoing quality of training and the relevance of course materials. This should include consideration of pupil feedback.

In your answer to this question, you should explain how you will monitor the quality of training and the relevance of course materials on an ongoing basis. This may include:

* Processes for quality assurance of training and course materials.
* Diagrams showing the allocation of accountability and responsibility in

respect of the implementation of quality assurance processes.

* Explanation of how you will gather and respond to pupil feedback.
* Explanation of how often your processes are reviewed.
1. ***Equality Impact Assessment***

Providers should give due regard to the impact of their proposed course on the full range of protected characteristics that participants may have.

Please provide an equality impact assessment for your proposed training provision. This assessment should look at whether your proposed provision will have a disproportionate impact on persons with protected characteristics. It should include a written record of the equality considerations you have taken into account and any actions taken to avoid or mitigate any negative impacts on particular protected groups.

You may wish to include as part of your answer links to any organisational policies on equality and diversity.

Examples of ways to consider the impact include:

* Course structure – are there sufficient opportunities for breaks? Is the structure flexible to allow for reasonable adjustments such as extra time?
* Mode of delivery – if the course is delivered in person, how might this affect those who live far from the course venue? If there are online elements, how will you ensure all pupils are able to access them?
* Frequency/timing – what is the impact on those with caring/other responsibilities? How do you take dates of religious significance into account when scheduling course dates? Not all providers will be able to have multiple courses or to hold courses at times to suit all pupils – however, we expect providers to have considered the impact of the dates/timing of their course.

If you require further assistance with completing an EIA, please contact us. We can provide an EIA template if you require one.

1. ***Arrangements for reasonable adjustments***

Providers must give adequate consideration to providing reasonable adjustments to pupils and trainers who need them. Information regarding pupils’ need for reasonable adjustments should be sought proactively and considered on a holistic basis.

Reasonable adjustments include, but are not limited to, adjustments for those with disabilities. Considerations should include, but are not limited to:

* accessibility of the course venue – eg the physical environment for those with physical disabilities, chronic or acute health concerns, or those who are pregnant; use of accessibility technology such as hearing loops;
* accessibility of the course materials – eg for those with a visual impairment or who are deaf or hard of hearing;
* structure of the course, including length of sessions and opportunities for breaks – eg for neurodivergent pupils;
* timing of the course – eg for those with caring responsibilities or those with a religion or belief which may impact their availability or ability to train at certain times or on certain days.

In your answer to this question, you should explain how you will ensure that all pupils have the opportunity to meet the course assessment criteria, reflecting the reasonable adjustment duty as set out in the Equality Act 2010. This may include:

* an outline of the procedure pupils must go through to request reasonable adjustments, including the designated point of contact for dealing with these requests (note that we expect this information to be provided to all pupils enrolled on the course at an early stage to allow adequate time for consideration of any requests);
* an indication of any training your trainers will undergo to ensure that they are aware of the potential range of needs of pupils and how these might best be supported;
* examples of the types of reasonable adjustments to your assessments that you anticipate having to make and an outline of the resources available to support these adjustments, and
* arrangements for evaluating the effectiveness of your approach to respond to requests for reasonable adjustments.

You may find it helpful to look at the Bar Council’s [guidance](https://www.barcouncilethics.co.uk/documents/reasonable-adjustments-guide/) for chambers on provision of reasonable adjustments or the BSB’s policy on reasonable adjustments for its centralised assessments.

1. ***Process for dealing with complaints***

Providers must have a procedure for dealing with complaints from pupils about the course and/or course trainers, which is clear and accessible to pupils.

In your answer to this question, you should consider the following:

* What processes do you have in place regarding complaints brought by pupils?
* How often are processes regarding complaints brought by pupils reviewed?
* What efforts will you make to ensure that processes regarding complaints are clear and accessible to pupils?
1. ***Process for dealing with appeals***

Providers must have a procedure for dealing with appeals from pupils about the outcome of the course, which is clear and accessible to pupils.

In your answer to this question, you should consider the following:

* What processes do you have in place regarding appeals?
* How often are your processes regarding appeals reviewed?
* What efforts you make to ensure that your processes regarding appeals are clear and accessible to pupils.
1. **How you will ensure that data is securely kept and processed*?***

Providers should have due regard to the consideration and minimisation of data protection risks.

All organisations which process personal information have an obligation under the UK General Data Protection Rules (UK GDPR) and the Data Protection Act 2018. In your answer to this question, you should explain:

* the type of data you expect to collect (eg names, contact details) from pupils who apply for and/or attend the course, and
* how you will ensure that is securely kept and processed, including who is responsible for ensuring data protection.

As part of your answer, you should consider whether a Data Protection Impact Assessment (DPIA) is necessary. The ICO website has [guidance](https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/accountability-and-governance/data-protection-impact-assessments-dpias/when-do-we-need-to-do-a-dpia/#when1) on when you should do a DPIA. If you believe a DPIA may be necessary because of the type of data you intend to collect, for example because you intend to collect information relating to equality and diversity for the first time, let us know and we will discuss the next steps.

1. ***Additional information***

Please provide any additional information you think would be useful to support your application.