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## FITNESS TO STUDY POLICY

### 1 INTRODUCTION

- 1.1 This policy sets out BARBRI's (the "**Company**") dedication to supporting students in their studies while they endeavour to reach their study goals. The Company aims to ensure that students undertaking Company courses are in an appropriate position to do so.
- 1.2 This policy sets out options for students suffering from any situation that is causing a major impact on that student's life and studies. These situations may include but are not limited to mental, emotional, or physical illnesses, disabilities, financial issues, bereavement, redundancy, etc. ("**personal circumstances**"). Where a student finds themselves faced with personal circumstances and as a result are unable to continue with their chosen course of study this policy will apply. For the purposes of this policy disabilities, is defined in the Equality Act 2010.

### 2 ENROLMENT

- 2.1 The Company courses prepare students for professional law exams, e.g., the SQE in the UK. The Company has designated employees who are equipped to advise prospects on their preliminary eligibility to sit the exams in question. Prospects and students can contact the Company through their website or via contacts provided when they enrol on the courses.
- 2.2 Students can enrol online directly themselves without seeking advice from the Company in advance. If a person enrolls in error, or is unprepared for the workload, they will be able to avail of the 14-day cooling off period. It is ultimately the student's responsibility to ensure they are eligible to take the SQE exams administered by the Assessment Provider.
- 2.3 The courses delivered by the Company prepare students for professional law exams. The exams are a requirement to qualify as a solicitor in England and Wales. As such, there is an expectation that students who enrol on the SQE preparation courses, will understand that the workload is at times onerous. Students who have completed the requisite work experience or education to complete the exams, should have a good understanding of the level of work required to enter the legal profession.
- 2.4 We understand that personal circumstances can have adverse effects on a student's study. Where a student's studies are affected due to personal circumstances, we have a number of resources in place to assist students e.g., in certain circumstances move to a later course, per our deferral rules set out in the Company terms and conditions.

### 3 EARLY INTERVENTION / PREVENTATIVE MEASURES

- 3.1 The Company believes that the best course of action to ensure students successfully complete their studies, should be focused in the first instance on delivering a high level of education at a manageable pace that will help a student continue with their studies if possible.
- 3.2 As an initial preventative measure, the Company ensures that the courses are delivered as effectively and efficiently as possible. All topics covered are examinable. The Company aims to prepare students to pass the SQE exams. This enables the Company to remove information that is not examinable and make the course as concise and accessible as possible, optimising how the student uses their time.
- 3.3 The Company understands that studying for professional law exams can be stressful, as such they have endeavoured to make the course as accessible as possible, to give students every possible chance to reach their full potential. There are some steps listed below that the Company have incorporated as early intervention or prevention methods in hopes that the students will have the best chance of passing first time around:
  - 3.3.1 The course employs subject matter experts in each topic to ensure the courses are taught coherently and effectively to students. This allows the students to have trust in the Company process.
  - 3.3.2 The course design is informed by the Company's learning and operations teams. These include subject matter experts who specialise in creating accurate course content, with the learning team utilising current education practices and the Company's 50+ years' experience to decide the most effective way to deliver the course design.
  - 3.3.3 Student learning outcomes and other data including feedback, student outcomes, course progress, analysis of exam results, analysis of results in particular areas of the course, exam data from SRA and how frequently certain topics are tested, all inform course design. The feedback sessions allow the Company to get each student's experience of the learning process and suggest changes that might make the course easier for themselves or future students.
  - 3.3.4 The SQE1 Personal Study Planner (the "**PSP**") is designed to prioritise tasks for students who fall behind. The PSP is a bespoke learning platform that adapts to the student's timeline. It is possible to input holidays and study breaks etc. into the PSP and it will generate a personalised study plan.
  - 3.3.5 There are meetings carried out ahead of each intake to identify the number of students in the cohort and assess whether more learning coaches are required. In the event the course size increases, the Company have the recruitment experience and funds available to hire more learning coaches and employees to facilitate this growth. These projections are set out in the business plan and ensure that there are always adequate amounts of employees to support the students undertaking the courses.
  - 3.3.6 Considering the course is predominantly online, it is scalable and can facilitate growth in cohort size for each intake if required. The Company has collected data that suggests that in each cohort of students, between 3% and 7.5% book a 1:1 meeting on a weekly

basis. Between 1% and 7% of students submit substantive law questions on a weekly basis. These figures inform the team of how much 1:1 time is utilised throughout the course and is reviewed at the beginning of each intake to identify if the learning team is robust enough to deal with the predicted student interaction.

- 3.3.7 While the Company endeavours to deliver high quality courses that adequately prepare for the SQE exams, certain situations may arise that are not covered by the provision of an adequate preparation course. The Company will cover some of these scenarios below.

#### 4 ACCESSIBILITY AND ADDITIONAL SUPPORTS

- 4.1 The online nature of the course makes it more convenient for students to participate as the course is more accessible. It also means the course is more manageable if last minute changes are required. E.g., if a person cannot attend a timeslot last minute it is easier to reallocate a time than if meetings and lectures were in person.
- 4.2 The students are provided a form to request additional support at the beginning of each course. The Additional Support Form can be found in the Student Handbook.
- 4.3 The Company understands that the process of sitting professional law exams can be extremely stressful on students, particularly for students who have not yet completed the requisite work experience or secured employment once the SQE exams are complete. As such, the Careers Team have developed a careers hub that has in depth sector knowledge. This hub advises on student biographies and will include access to CV 360. CV 360 is a platform that allows students to upload their CVs and suggests changes to improve the CV. The hub also includes videos on CV creation, interviewing, commercial awareness, communication, and networking skills for future lawyers.
- 4.4 The Company includes health, wellbeing and resilience sessions that equip students to manage their stress levels when approaching SQE exams and subsequently to prepare students on managing stress levels as they navigate their careers in the legal sector. The learning team have incorporated some of the health, wellbeing, and resilience sessions directly into the SQE course through the PSP. Each cohort of students receives skills and stress management resources and support which is sufficient for the purpose of ensuring a high-quality academic experience for the students and in turn that those students succeed in and beyond higher education.
- 4.5 The Company has a partnership with Together All. The Company pays a fee to allow students to access this service. Students will need to create their own accounts through the Together All website. Once registered, students will have access to the service 24 hours a day if they find themselves struggling or in crisis.

#### 5 OPTIONS FOR STUDENTS WHO FAIL THE EXAM

- 5.1 While the Company ensures that the students have all the resources that are required to adequately prepare for the SQE exams, they understand that at times issues may arise that can affect the outcome of the exam. As such, the Company offer each student a free programme after they sit and fail the exam (the "**Guarantee**"). The guarantee is subject to certain terms and conditions as set out in the SQE terms and conditions.

## **6 OPTIONS FOR STUDENTS WHO CANNOT TAKE THE EXAM THEY ARE PREPARING FOR**

- 6.1 A student may defer their studies on the SQE1 Prep Course on one occasion only, to any SQE1 Prep Course commencing within 12 months of the Deferral Notice. Deferral is not available for the SQE2 Prep Course with consideration to the 1:1 interaction required for that course. The deferral is subject to certain terms and conditions as set out in the SQE terms and conditions.
- 6.2 At the time where a deferral student wants to re-enrol on a later course with the Company, they will be asked to provide relevant evidence that they are fit to study on the proposed course. Where a student has deferred due to physical or emotional illnesses or disabilities as set out in the Equality Act 2010, the Company will require a declaration that the illnesses are no longer going to affect the students' studies before they can re-enrol. This declaration can be found in Appendix 8 of this document. The form can also be requested from the Company if the situation arises. This is for the best interest of the student. The Company wants to ensure that their studies do not adversely affect the student's health and wellbeing. More details on relevant evidence can be found in the student handbook.
- 6.3 The learning coaches provide bespoke advice to their students based on that student's experience. Different guidance is provided to students who have sat and failed the exam to cater to the student's unique experience, strengths, and weaknesses.

## **7 BULLYING, HARRASSMENT AND SEXUAL HARRASSMENT / STUDENT MISCONDUCT**

- 7.1 All employees and students ("individuals") of the Company must be aware of their responsibilities to maintain a place of safety and be mindful of the health and welfare of other individuals in the Company. Where a person is in a position of authority, they will take appropriate steps to stop the bullying behaviour if they become aware of it. These steps may, depending on the circumstances bring into question a person's fitness to study. A person will not be considered fit to take the course if they are participating in actions that are prohibited in the Company's bullying and harassment policy or student misconduct policy.
- 7.2 Complaints of bullying will be taken seriously by the Company with due regard to the rights of the complainant (the person making the complaint) and of the respondent (the person against whom a complaint is made).
- 7.3 Any action in breach of the Company policies and procedures will not be tolerated. Appropriate disciplinary action, including dismissal or expulsion for serious offences or gross misconduct will be taken against any individual who violates the terms of our policies. Where a person is expelled for any of the reasons set out in our Bullying and Harassment Policy and Procedure documents or our student Misconduct Policy, they will not be entitled to a refund of any of the course fees already paid at the date in which the alleged incident occurs, with the exception that the incident happened within the 14-day cooling off period.
- 7.4 The Company have listed prohibited behaviour. The list is non exhaustive and further details can be reviewed in the Bullying and Harassment Policy and Procedure documents.

## **8 SAFEGUARDING AND STUDENT WELFARE**

8.1 Summary - If a student's health or behaviour presents a serious and immediate risk to themselves or to others, the Company may be required to invoke action such as contacting the emergency services. There may also be a requirement to share information with external bodies e.g., police.

## **9 DATA**

9.1 Any data collected under this section will be subject to the Data Protection Act 2018 and any relevant amendments.