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PRODUCT DESIGN, DEVELOPMENT AND APPROVAL POLICY

1. **INTRODUCTION**

1.1 BARBRI Global Limited (the "**Company**", "**they**") deliver higher education courses internationally, with a particular focus on the Solicitors Qualifying Examination ("**SQE**") in the UK and the State Bar Exam in the US.

1.2 The Company's success is built on its technology and innovative pedagogy, combined with the ability to harness data analytics, behavioural economics, learning science, and to develop solutions for learners and institutions. Building on the success of its core bar courses, which have helped more than 1.3 million lawyers around the world pass a U.S. bar exam. The Company offers a comprehensive suite of learning solutions for higher education institutions and law-related businesses that includes U.S. bar exam preparation, curriculum, assessment, SQE preparation, online program management and professional development.

1.3 The Head of Learning & Product is responsible for ensuring that the Company courses are of the highest quality, fit for purpose and provide outstanding student outcomes. This person leads the Company's team of internal and external tutors and manages the process of course design, development, and review of the Company's courses with a focus on assessment methodology and processes for efficiency.

2. **REQUIREMENT 1 – THE PROVIDER DESIGNS AND / OR DELIVERS HIGH – QUALITY COURSES**

2.1 The course approval process facilitates the design and development of high quality, relevant, market attractive courses which lead to credible recognised positive outcomes for students.

2.2 The Company teaches content relevant to the SQE1 and SQE2 exams and practice as a solicitor. The content is taught through the personal study planner, workshops and 1:1 tutoring. The personal study planner is an intuitive online learning system.

2.3 The courses are exam focused. SQE2 is skills based and is taught in the context of different areas of law. There is a foundation course for students to prepare to take the SQE1 if they have not studied law previously and feel they need a refresher on the basics or have been out of study for a while.

2.4 Negotiation skills, client management, mergers and acquisitions and other practice specific skills not required as part of the SQE can be requested and are provided in collaboration with law firm clients in the Preparation for Practice Course. These modules ensure that students are prepared for the work environment they will be entering on completion of the SQE exams and therefore are market attractive courses.

2.5 In the SQE course, the course designers have applied the spaced repetition learning approach. The course starts with modules that provide the building blocks for other legal topics. The course starts with the basic modules that a law degree would start out with, for example, English Legal System Foundations to Law and then progresses into more complex subjects that students are not as familiar with.

2.6 Students are tested in the area after each topic but also get mixed questions later in the course, so they get used to identifying different legal issues in different sets of questions. Students keep coming back to the same topics throughout the course to ensure the learning is embedded throughout their experience and the learning is continuous and coherent rather than isolated.

2.7 The SQE2 Prep course starts with simple, basic, building block activities called scaffolding activities. These activities prompt a student to approach drafting and skills strategically. For example, when drafting a letter, the student will be prompted to draft the introduction and conclusion paragraphs first, and later bulk out the content of the letter, with a final review of the letter for consistency and attention to detail. Once the basics are introduced, the students then move into self-practice activities. These activities create repetition that allows for learning by trial and error. The skill will then be tested through a practice activity which is submitted to the tutor who will provide feedback on the task. Finally, the skill will be tested in the mock exam which is provided under exam conditions. The students are offered the modules required to pass the SQE exam.

2.8 The learning activities are delivered through tried and tested learning approaches listed above and all examinable topics and skills are continuously tested throughout the course through the PSP and 1:1 engagement with learning coaches / tutors. Students have sufficient opportunities to engage directly with teaching staff. While most of the course is delivered online through the PSP, there are live workshops provided throughout the course. Each student is assigned a learning coach / tutor who they are in direct contact with throughout their studies. Feedback videos are provided to give students direct input into the work they have submitted for grading.

2.9 The course is largely focused on passing the SQE1 and SQE2 exams which are a requirement to qualify as a solicitor in England and Wales. The course assessments are exam focused and designed to prepare students for the exams in the most effective manner possible. The Company ensures students are well versed in answering the multiple-choice questions when it comes to the exams in SQE1 and are well equipped for the skills testing in SQE2. The course provides 2500+ multiple choice questions. All these questions are problem questions, namely single best answer questions. These questions look for application of law to the facts, all the answers provided are possible answers, but students must choose which is the most correct.

2.10 The course designers develop the course with effectiveness in mind. They employ the designing policies outlined in this document and these policies look to ensure that the students receive the correct number of hours of content per topic and are not overburdened. The ISAAC approach aims to ensure students are focusing on frequently tested / important exam focused subjects. The courses include, qualified solicitor / barrister learning coaches / tutors, strategy sessions, workshops, substantive legal question submissions, systematic problem solving, exam technique / timing for SQE1 and live practice skills assessments and written skills assessments for SQE2.

2.11 ISAAC (Intuitive Study Assistant and Coach) is a learning technology developed by the Parent. It is an intuitive study assistant and coach, which aims to maximise a student's time and help them obtain the highest score on the exam. ISAAC uses algorithms and 50+ years of bar exam expertise to focus on areas of the law most likely to appear on a law exam. The technology then fine tunes the students PSP based on how that student is progressing in the course. The more the technology learns from students, the more effectively it serves up the assignments needed to pass the exam. ISAAC will keep adjusting and shifting the course so that the student is learning subjects that need greater attention, adapting to each students' individual strengths and weaknesses. This technology may prioritise different assignments as the system collects more data over different intakes of students, changes may also be made based on examinable topics released by the SRA, but materially the course stays the same as it is always preparing students for the same set of exams. Therefore, there generally wouldn't be any material changes from one cohort to another and no variance has been identified in the ultimate qualification the student is working towards which is to be admitted to the roll of solicitors in the UK.

2.12 Courses provide ongoing assessment practices that support and enhance student learning. Student results are benchmarked wherever relevant with appropriate institutions engaged in similar activities and who provide similar courses to ensure the Company can identify areas where students are falling down / excelling. The Company does this by reviewing the statistics released by the SRA after each exam. The assessments and questions are based on questions previously tested on SQE exams and / or set out as examinable by the SRA.

2.13 The Company ensures each assessment is valid and reliable. The assessments are created by subject matter experts through review of current law, legislation, and case law in tandem with specimen past exam questions and topics listed as examinable by the SRA. The assessments throughout the course are aimed at simulating the questions that will appear on the exam. The questions are asked in the same format as the exam and feedback is taken onboard from each cohort to ensure that the course is delivering assessments that are adequately preparing students for the SQE exams and skills assessments.

2.14 The Company ensures academic regulations released by the SRA are adhered to when designing the courses to prepare for the SQE to ensure the course is fit for purpose. The Company provides the course in preparation for the SQE exams with the understanding that the award granted by the SRA once the exams are passed remains a relevant and credible award. Once a student passes the SQE exams, complete the required period of Qualifying Work Experience and satisfy the SRA's character and suitability requirements, they are qualified solicitors in the UK. The learning teams and subject matter experts are continuously improving on the courses through the methods listed throughout this document to ensure students are adequately prepared for the exams and provide credible preparation to students for the relevant award e.g., qualifying as a solicitor.

3. **REQUIREMENT 2 - THE PROVIDER HAS SUFFICIENT APPROPRIATELY QUALIFIED AND SKILLED STAFF TO DELIVER A HIGH-QUALITY ACADEMIC EXPERIENCE**

3.1 In practice, this means that course approval processes ensure that there are appropriately qualified and skilled staff to deliver a high-quality academic experience.

3.2 The Company recruits learning directors, course designers and course delivery staff that are experts in their field, experienced practitioners and / or experienced trainers. The subject matter experts are a mix of employees and contractors and are all qualified solicitors or barristers in the UK.

3.3 The course designers are subject matter experts in their field. They have access to Lexis Nexis and other learning resources that deliver notifications to the user when there are updates made to relevant legislation, statute, law etc. The senior tutor has notifications set up that come straight to their email with any relevant updates to the law. The senior tutor is currently working with the learning team to create training that will be delivered to the wider team on how to set up notifications.

3.4 The learning directors and operations team keep track of the changes made and / or suggested by the course designers and ensure the practical implementation of updates identified during the review process. The most recent annual review occurred in April 2022, as a post course debrief. The learning and operations teams met to discuss development and improvements etc. The suggested changes and reasons for those changes were recorded in a spreadsheet.

3.5 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. As mentioned above student feedback and frequent reviews also inform the design of the Company courses. Student learning outcomes and other data including feedback, outcomes and 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.

3.6 Company employees including course designers and the learning team frequently attend events relevant to the legal sector, legal tech, lawyering skills, and legal education and incorporate what they have learned or observed into the continuous development of the courses.

3.7 The Company has access to a large network of legal academic contractors who are used to help deliver the courses. The rest of the employees make up the executive, sales, marketing, and operations teams.

4. **REQUIREMENT 3 - THE PROVIDER HAS SUFFICIENT AND APPROPRIATE FACILITIES, LEARNING RESOURCES AND STUDENT SUPPORT SERVICES TO DELIVER A HIGH-QUALITY ACADEMIC EXPERIENCE**

4.1 In practice, this means that course approval processes ensure that there are appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

4.2 The Company has grown significantly from 15 employees in 2018 to 53 in 2022. In 2019, there were an average of 31 employees. The significant increase from 2018 to 2019 was due to some organic growth but mainly to the Altior acquisition and 13 of their employees. Of the 53 employees for 2022, 13 employees are on the learning and course delivery teams that deal with course design and delivery to students.

4.3 The course materials are reviewed for accuracy and currency by the Company's course designers. The course designers are subject matter experts in their field. They have access to Lexis Nexis and other learning resources that deliver notifications to the user when there are updates made to relevant legislation, statute, law etc.

4.4 The Company ensures each cohort of students registered on the SQE courses receive resources and support which are sufficient for the purposes of ensuring a high-quality academic experience for students and that the students succeed in and beyond higher education.

4.5 For SQE1 all course content is available online. The student is also sent:

4.5.1   a welcome message containing the course welcome pack;
4.5.2   course schedule;
4.5.3   workshops/strategy sessions schedule;
4.5.4   hardcopy materials namely study guide volume 1 and study guide volume 2;
4.5.5   hardcopy and online final revision guide, accessible via the Digital Bookshelf;
4.5.6   student handbook;
4.5.7   form to request additional support; and
4.5.8   exam booking and registration guides.

4.6 For SQE2 all course content is available online. The student is also sent:

4.6.1   a welcome message containing the course welcome pack;
4.6.2   workshops/strategy sessions schedule;
4.6.3   a hardcopy study guide also accessible via the Digital Bookshelf;
4.6.4   student handbook; and
4.6.5   form to request additional support; and
4.6.6   the students are also sent a course schedule which changes on each intake depending on course duration and group to which the student is assigned.

4.7 The course materials are reviewed for accuracy and currency by the Company's course designers.

4.8 The Company ensures students are well versed in answering the multiple-choice questions when it comes to the exams in SQE1 and are well equipped for the skills testing in SQE2. The

course provides 2500+ multiple choice questions. All these questions are problem questions, namely single best answer questions. These questions look for application of law to the facts, all the answers provided are possible answers, but students must choose which is the most correct.

4.9 Students can assess their own progress through the PSP. The percentage completion rate and scores from practice questions can be assessed. There are over 2,500 questions, including 8 practice tests, which enable students to gauge their understanding and track their performance.

4.10 Expected progress is based on the default schedule which assumes a steady rate of study over the 40-week period. Students can customise their schedule, for example, to allow for periods of study leave or busy periods at work. A student who is behind the default schedule may nonetheless be on track with their own customised schedule. The student performance 'based on target' will be illustrated using a traffic light system. Green indicates 50% +, and that the student is on track, amber indicates 35 – 49% and that the student is slightly behind the recommended target but still on track for the Company Guarantee, and red indicates <34% and that the student is significantly behind target.

4.11 Each cohort of students will have individual needs based on their other commitments and they can approach the courses in a way that suits their needs and time constraints. However, students who come to the course are preparing for professional solicitor examinations and are expected to have a baseline of skills in comprehension, fact checking, research etc.

4.12 The Company provides routine opportunities for students to contribute to the development of their own academic experience and a higher education course by providing feedback opportunities throughout the duration of each course as set out in Part 1, Section 2-4. Students have continuous engagement with tutors, learning coaches, PSP etc. They are also sent a welcome pack at the beginning of the course which provides instructions and advice on the best approach to the course. Throughout the duration of a student's studies, they receive 'cheerleading' messages biweekly. These messages encourage students to book 1:1 sessions with their learning coaches. Emails are also sent throughout the course, to remind students of workshop and strategy sessions.

4.13 The Company uses the PSP to provide assignments and course material to each cohort of students. This planner allows the Company to analyse success rates in each topic, completion rates etc. The Company utilise online platforms such as Microsoft Teams and Zoom Video Communications to deliver classes. More detail on the PSP is provided throughout this document. The course provides the support needed to underpin successful digital learning and teaching. The course is provided online, students can attend live workshops, 1:1 sessions, feedback sessions etc. The students also receive hard copy materials that they can use throughout the course. The course is underpinned by successful digital learning and teaching, and this can be identified through the pass rates over the previous cohorts for both SQE1 and SQE2 courses. 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.

4.14 The Company combines cutting edge technology with all the data they have collected over 50 years delivering law exam preparation to create ISAAC, an Intuitive Study Assistance and Coach, which aims to maximise student time and helps students obtain the highest score on the exam. The technology is explained in more detail in this video. ISAAC first uses algorithms and 50+ years of bar exam expertise to focus on areas of the law most likely to appear on the exam. Then, it fine tunes a student's PSP based on how a student is progressing in the course. The more it learns from a student, the more effectively it serves up the assignments needed. The PSP will then keep adjusting and shifting student learning to subjects that need greater attention, adapting to every individual's strengths and weaknesses. Students do not need to pay for any software to access the Company courses, although they will need access to a computer or tablet to access

the course. Students are provided with hard copy materials and 1:1 virtual sessions with learning coaches and tutors throughout the course by way of physical resources.

4.15 The Company has the capacity and resources necessary to deliver in practice the plans set out in the business plan. The Company is part of the Francisco Partners portfolio, a global learning and technology company dedicated to meeting the legal education and specialised training needs of law students, lawyers, solicitors, and other professionals throughout their careers. The Company's success is built upon its unmatched technology and innovative pedagogy, combined with the ability to harness data analytics, behavioural economics, learning science, and more to develop solutions for learners and institutions. Building on the success of its core bar courses, which have helped more than 1.3 million lawyers around the world pass professional law exams, the Company offers a comprehensive suite of learning solutions for higher education institutions and law-related businesses that includes US bar exam preparation, curriculum, assessment, SQE preparation, online program management and professional development.

4.16 The Company delivers online postgraduate legal and skills courses to prepare students for qualifying as a solicitor in England and Wales. The Company uses a combination of bespoke online learning platforms and tutor / learning coach interactions to deliver a highly engaging, personalised learning experience to students. Courses are delivered in a variety of lengths to enable both part and full-time students to undertake the courses. The online learning platform guides students through the course on a day-by-day basis and delivers a range of learning interactions, such as video lectures, study guides, practice activities, peer review and live assessments that ensure students receive a structured but flexible learning experience.

5. **REQUIREMENTS 4 - WHERE A PROVIDER WORKS IN PARTNERSHIP WITH OTHER ORGANISATIONS, IT HAS IN PLACE EFFECTIVE ARRANGEMENTS TO ENSURE THAT THE ACADEMIC EXPERIENCE IS HIGH-QUALITY IRRESPECTIVE OF WHERE OR HOW COURSES ARE DELIVERED AND WHO DELIVERS THEM**

5.1 In practice, this means that when a course is designed and developed in partnership with an external organisation, the degree-awarding body's course approval processes consider and document responsibilities in relation to delivery, support and monitoring arrangements.

5.2 The Company ensures that they only partner with reputable organisations in the legal sector. International partners are sourced by our Business Development Directors who generally have direct contacts within the Company or at times outside who can provide an accurate on the ground analysis of the educational institution the Company is considering partnering with. The Company carries out due diligence on all partnerships.

5.3 For any partnerships that the Company has entered or will enter into in the future they will undertake appropriate due diligence to ascertain the level of risk in relying on its support and only proceed to establish a partnership where they are confident that the support is sustainable over the foreseeable future. All partnerships will be supported by legally binding contracts outlining obligations for both parties.

5.4 Further, for any courses delivered through a partnership agreement with a face-to-face teaching element (typically 5% of the course) the Company learning model allows immediate switch to live online delivery if required. It is the Company's policy to retain the IP within the Company Group to ensure it is not reliant on partnerships for content, this means that the quality of material delivered to all students regardless of the partnership is consistent across the board.