



BAR
STANDARDS
BOARD

REGULATING BARRISTERS

Guidance for organisations intending to provide vocational Bar training under the Authorisation Framework

December 2018

This detailed guidance is to help those applying to become an Authorised Education and Training Organisation (AETO) providing **the vocational component of Bar training** eg universities.

It explains how to meet the requirements of the BSB's Authorisation Framework. In particular, it explains how to meet the BSB's four principles of accessibility, affordability, flexibility and sustaining high standards. The guidance focuses on how to supply the necessary evidence to the BSB to become authorised.

This guidance is by its very nature, detailed and comprehensive. This is at the request of the vocational training providers with whom we have liaised during the development of the Authorisation Framework itself and this supporting guidance. As this is a working document, if it is considered too detailed, it can be amended accordingly by the BSB. The intention is that this document is as helpful as possible for potential AETOs providing the vocational component.

Please note this is the printable version of the guidance. An online interactive version will be published in due course.

This guidance is NOT for chambers or other organisations wishing to become an AETO providing pupillage or other forms of work-based Bar training. Separate guidance will be published in due course and will be piloted by a group of chambers to ensure that it is appropriate to their different requirements.

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THE FOUR PRINCIPLES – WHAT THE BSB WANTS TO SEE – INDICATORS

General

Please read this document in conjunction with the Authorisation Framework.

Notes:

Your proposal must set out the components/approved training pathways you wish to provide. This will include a description of the programme, ie mode(s) of delivery, training methods and the resources you will use to deliver it.

In order to show that you meet the standards in the Authorisation Framework you must provide clear evidence that you will meet the mandatory indicators. We set out below, against the indicators, the matters that you need to explain and examples of the types of evidence that could be provided. You are also asked to explain which of the additional indicators you are providing evidence for, and how, and give a rationale where you have chosen not to adopt an additional indicator.

The following is prescribed data, ie it must be supplied.

The applicant institution (and validating partner where relevant) (3 pages max)

- Introduction to the institution - origins - location
- Current institutional strategic priorities - mission and student profile
- Structure and size - course portfolio of the institution.

The proposed provision (10 pages max)

- Summary of the key aspects of pathway proposed including any distinctive features (this document should be no more than 5 pages)
- Rationale for offering the course
- Course title(s)
- Awards (including exit awards and nested professional qualifications)
- Awarding body
- Faculty/School/Department responsible
- Location(s) for delivery
- Modes of delivery
- Length of course(s)
- Any PSRB recognition sought or granted in addition to BSB
- Whether internal validation is complete and/or planned duration of internal validation period and anticipated completion date
- Course structure by mode (including links to exit award points)
- Target intake numbers by mode
- Outline of any collaborative or franchised provision
- Articulation arrangements with any other organisations to enable their students to join the proposed programme
- Tuition fee structure

Resources (10 pages max)

- Course management organogram
- Table of staff profiles showing appropriate level of resource for proposed provision (please **do not** upload CVs or any other personal data relating to staff)
- Evidence of how your proposed teaching spaces (including dedicated specialist teaching spaces), VLE and mobile working facilities, student support services, library services, and equipment levels are appropriate for the proposed provision

[Note that some of this data will not be available if the organisation is applying for authorisation for the first time.]

In your proposal, you must refer to all supporting documents by reference to specific sections/paragraphs and must paste relevant text in response to questions where required. Supporting documents should be numbered sequentially.

We will access any publicly available documentation in relation to your registration with the Office for Students or status with the HEFCW, and your quality assessment in England and Wales. In the absence of Degree Awarding Powers (DAP), validation by a body registered with the Office for Students or designated by HEFCW, having DAP and subscribing to the Office of the Independent Adjudicator is required.

Link to indicators:

[Flexibility](#)

[Accessibility](#)

[Affordability](#)

[High standards](#)

FLEXIBILITY

AF indicator
Indicator Heading: 31. All prospective AETOs – evidence must be provided of:
31.1. A strategic approach to the planning and delivery of the component(s) and/or the training pathways provided that will enhance flexibility for pupils and students. While not all AETOs will be able to provide all-round flexibility for pupils and students, we expect each AETO to provide a degree of flexibility in proportion to the scale and nature of its activities in order to contribute to this principle.

Question: How does your strategic approach to the planning and delivery of the academic and vocational (integrated) or vocational components enhance flexibility for students?

Tool tip: What we mean by flexibility is defined in section 26 of the Authorisation Framework. While not all AETOs will be able to provide all-round flexibility for students, we expect each AETO to provide a degree of flexibility in proportion to the scale and nature of its activities in order to contribute to this principle.

Guidance – in your answer, consider the following:

- a) How you identify what your students need to support flexible learning.
- b) What is your institutional understanding of flexible learning?
- c) What administrative resources are you putting in place to support flexible learning?
- d) How are you exploiting technology-enhanced learning and e-learning infrastructures to support flexible learning?
- e) An evaluation of any barriers to flexibility, if and how you have/intend to overcome them.
- f) How you offer students choice in how, what, when and where they learn.
- g) How you have been innovative in your delivery of the academic and vocational (integrated) or vocational components.
- h) How you will evaluate your success in satisfying the principle of flexibility.

Evidence in support could include:

- Key findings from research into supporting flexible learning.
- Part-time/blended learning delivery of the academic and vocational (integrated) or vocational components.
- Administrative, financial and other support systems that support flexible learning
- The use of technology to support flexible delivery of the academic and vocational (integrated) or vocational components.
- APL and/or APEL policy.
- Market research on meeting market needs.
- Evidence of response to student voice on flexible provision.
- Relevant sections of Student Handbook/course guide.
- Process for evaluating the effectiveness of your strategy to promote flexibility in the delivery of the academic and vocational (integrated) or vocational components.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has not shown any/shown very little systematic thinking about how flexibility can be provided in the delivery of the academic and vocational (integrated) or vocational components.
- There are processes in place to identify student needs, thinking has been demonstrated but findings not actioned.
- Little specific investment in administration or technology to support flexible delivery and learning.
- AETO has provided little or no evidence of systematic support for flexible learning.
- Plans for flexible learning not supported by evidence for underpinning resource.

Medium risk:

- Has provided an evidence-based rationale for approach to flexibility in delivery of the academic and vocational (integrated) or vocational components.
- Can demonstrate how proposed measures would address barriers to flexible delivery of the academic and vocational (integrated) or vocational components.
- Appears to have basic provision of resources in place but more could be done to exploit the potential for flexible teaching and learning.

Low risk:

- Processes are in place to identify what students need.
- Well thought through evaluation of barriers and concrete examples provided.
- Process in place to conduct an evaluation of the effectiveness of the measures proposed.
- High level of well-planned resource clearly linked to an effective strategy to support flexible learning.

AF indicator
Indicator Heading: 32. All prospective AETOs – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 32.1. The use of technology to support education and training whether learning takes place on campus, at home, in the work-place or elsewhere.

Question: What technology do you exploit to support flexible learning? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: The evidence for this section is likely to be found in your teaching and learning strategy, especially those parts dealing with digitally enhanced learning.

Guidance – in your answer, consider the following:

- a) How you use technology to provide students with a choice as to where, when and how they learn.
- b) Why the technology you use is appropriate in supporting flexible learning.
- c) The use of technology to support education and training whether learning takes place on campus, at home, in the work-place or elsewhere.

Evidence in support:

- Resources available to students
- Data showing the impact or expected impact of technology in promoting flexible learning in the delivery of the academic and vocational (integrated) or vocational components
- Key extracts from teaching and learning strategy addressing the use of technology to support flexible learning
- Student feedback on operation of technology-enhanced learning.
- Surveys on level of usage

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has no VLE in place.
- VLE not fit for purpose.
- Inadequate IT support services.
- Teaching and learning strategy does not adequately address the use of technology to support flexible learning.
- No VLE-specific learning resources.

Medium risk:

- Use of VLE not sufficiently linked to teaching and learning strategy.
- Basic staff development investment in place to support use of VLE by staff.
- Basic IT support in place for VLE and VLE use.

Low risk:

- Track record of effective VLE use where appropriate.
- Clear evidence that VLE is integral to the support of teaching and learning strategies.
- High quality learning materials prepared for VLE use.

AF indicator
Indicator Heading: 33. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 33.1. How the proposed fee supports the principle of flexibility.

Question: How does the proposed fee support the principle of flexibility?

Tool tip: If you do not know what the exact fee will be please give us a reasonably accurate indication for all modes.

Guidance – in your answer, consider the following:

- a) Flexibility in fee payment schemes, eg the instalment payments match the pace of student progression through the delivery of the academic and vocational (integrated) or vocational components.
- b) What deposit is required and at what point does it become non-refundable?
- c) Is there any financial dis-benefit in opting for more flexible modes of study?
- d) The financial penalties incurred by a student who has to interrupt or discontinue their studies.

Evidence:

- Payment by instalment plans
- How the proposed fee structure aligns with flexible modes of study
- Arrangements for paying and refunding deposits
- Any charges payable for recognition of APL/APEL, or student transfers to and from another AETO.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- No arrangements in place for flexible payment plans.
- Students are financially disadvantaged if opting for flexible study.
- High non-refundable deposits required.

Medium risk:

- Flexible payment plans in place.
- Fee structure aligned with student progression through the flexible delivery of the academic and vocational (integrated) or vocational components.

Low risk:

- Fully flexible fee payment schemes.
- Generous scheme for refunding deposits and unused fees.

- Discretion available to take account of individual student circumstances.

AF indicator
Indicator Heading: 33. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 33.2. Education and training modes (for example full-time or part-time) and pace of delivery that are suitable to the needs of students and matched to the education and training programme. Learning, teaching and training methods, practices and approaches that are appropriate for the mode and pace of delivery, support the student to develop and demonstrate the Professional Statement Competences and allow for varied learning styles, and that support equality and diversity.

Question: How does your proposal allow for varied learning styles that reflect the needs of students to study and train flexibly in order for them to develop and demonstrate the Professional Statement Competences?

Tool tip: What we mean by flexibility is defined in section 26 of the Authorisation Framework. While not all AETOs will be able to provide all-round flexibility, we expect each AETO to provide a degree of flexibility in proportion to the scale and nature of its activities in order to contribute to this principle.

Guidance – in your answer, consider the following:

- a) How do you identify what the needs of students are in terms of flexibility in teaching and learning?
- b) What variations in pace and mode of learning can be accommodated in your delivery of the academic and vocational (integrated) or vocational components?
- c) What was your rationale for choosing this approach?
- d) What are the resource implications of your approach to flexibility?
- e) How will the variation that you will allow in learning styles support flexibility?
- f) How will the variation that you will allow in learning styles enable a student to develop and demonstrate the Professional Statement Competences?
- g) How will you evaluate whether the flexibility that you offer in the delivery of the academic and vocational (integrated) or vocational components meets the needs of students?

Evidence in support could include:

- Key sections of the teaching and learning strategy that specifically address variation in learning styles and how they will be accommodated.
- Policies that demonstrate flexibility in pace and mode of delivery.
- Examples of how learning is customised.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence that it is possible for students to benefit from any personal customisation of their learning.
- A proposal that indicates a good range of flexibility but does not offer evidence that this is supported by the teaching and learning strategy, eg a mode of learning may be technically possible, but may mean significantly reduced contact time, or reduced opportunity to interact with others.

Medium risk:

- Thought has been given to varied learning styles and this is reflected in the teaching and learning strategy
- Some specific examples of customised learning provided.
- Provision made for variation in pace and mode of learning, but scope remains to do more.

Low risk:

- A good range of flexibility available (proportionate to the size of the operation) supported by well thought-out policies.
- Flexibility that enhances development of the Professional Statement Competences and promotes equality and diversity.
- Plan in place to evaluate whether the flexibility offered does in fact meet the needs of students

AF indicator
Indicator Heading: 33. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 33.3 Flexibility within the academic and vocational (integrated) or vocational components that delivers practice and employment opportunities for students including legal work experience.

Question: How will your provision of the academic and vocational (integrated) or vocational components deliver practice and employment opportunities for students, including legal work experience?

Tool tip: This may include opportunities that are integral to the academic and vocational (integrated) or vocational components as well as those that are facilitated/enabled outside the academic and vocational (integrated) or vocational components. It may also include opportunities for combining part-time and blended learning with work.

Guidance – in your answer, consider the following:

- a) Will you provide opportunities for experience in practice and employment for all students as an integral part of the academic and vocational (integrated) or vocational components?
- b) How will you facilitate/provide opportunities on an individual basis?

- c) What links to employers do you have that will benefit students wishing to gain legal work experience?
- d) How will you accommodate legal work experience or other employment opportunities within the timetable?

Evidence in support could include:

- The structure of the academic and vocational (integrated) or vocational components showing how employment opportunities or legal work experience can be accommodated.
- Programme of activities/opportunities available to students.
- Sections of policies/student handbook that indicate how work experience/flexible working will be accommodated and supported within the academic and vocational (integrated) or vocational components.
- Relevant section of your teaching and learning strategy.
- Substantial links to relevant employers/Chambers/ Law Centres and track record of opportunities offered through them.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence that promotion of relevant professional experience is fundamental to the delivery of the academic and vocational (integrated) or vocational components
- Lack of flexibility in delivery of the academic and vocational (integrated) or vocational components so that students will not be able to take up opportunities.

Medium risk:

- Evidence of a range of relevant opportunities that may be limited in scope either in terms of the nature of the opportunities provided, or the number/type of students that will be able to benefit.

Low risk:

- A comprehensive programme of opportunities to gain additional relevant experience within the delivery of the academic and vocational (integrated) or vocational components, and through engagement in extra-curricular activities,
- Flexibility of delivery that allows students to take advantage of such opportunities to gain additional relevant experience eg opportunities available in the evenings/at weekends.

AF indicator
Indicator Heading:

34. AETOs offering the academic and/or vocational component – either provide evidence for the following indicators or explain why they are not applicable:

Indicator: 34.1 The provision of joint education and training that meets the requirements of other legal and non-legal professions which enables students to learn and work alongside others.

Question: What joint education and training is encompassed by your delivery of the academic and vocational (integrated) or vocational components, and how does it meet requirements of other legal and non-legal professions? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: Joint education and training may be more cost effective and may increase transferability of the qualification.

Guidance – in your answer, consider the following:

- a) What joint education and training do you propose to offer?
- b) What are the requirements of other legal and non-legal professions that you envisage your joint education and training delivering?
- c) What is the rationale for the joint education and training you propose?
- d) What are the anticipated benefits to students in terms of: (i) cost and (ii) portability?
- e) How do you propose to evaluate the effectiveness of your strategy to offer joint education and training?

Evidence in support could include:

- Summary of your research into what other legal and non-legal professional roles your students might progress to
- Agreements with other faculties and/or with other professions for joint education and training.
- Qualification structures that allow for joint learning and portability of awards.
- Fee structures showing how joint education and training is more cost effective.
- Teaching and learning strategy to show how joint learning is embedded and supported.
- Examples of information to be made available to students regarding the joint education and training that you will offer that meets the requirements of other legal and non-legal professions which enables students to learn and work alongside others.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- No provision for joint education and training in an organisation which is manifestly large enough to sustain this.
- Provision of joint education and training but with no evidence of how this can benefit the student; potential for disadvantaging the student if incoherent.
- No evidence of strategy or rationale – ie driven by cost saving.
- Proposal does not have any benefits for students.

Medium risk:

- Unexploited potential for joint education and training.
- Benefits to student not articulated.

Low risk:

- Clear strategy for embedding joint learning to the benefit of students.
- Clear advantages in terms of both cost and portability for students.

AF indicator
Indicator Heading: 34. AETOs offering the academic and/or vocational component – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 34.2 Structural innovation in the design of the vocational element that meets the needs of students, such as: <ul style="list-style-type: none"> • combining the academic and vocational components; • splitting the vocational component into two parts; or • offering a modular or apprenticeship model.

Question: How, through its design, does your delivery of the academic and vocational (integrated) or vocational components demonstrate that it is taking an innovative approach to meeting the needs of students?

Tool tip:

The permitted pathways are set out in section 12 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) Your rationale for your choice of pathway(s).
- b) How you have applied innovative thinking to the design of your delivery of the academic and vocational (integrated) or vocational components.
- c) What benefits to the student you envisage from your innovations?
- d) How your approach to innovative programme design is shaped by the needs of students.

Evidence in support could include:

- Design brief and rationale, including where available, market research outcomes (may be in internal validation documents).
- Evidence of how the delivery of the academic and vocational (integrated) or vocational components may articulate between the three components – this may be a statement of academic and vocational (integrated) or vocational components’ structure set in the context of the overall student journey.
- Expertise brought in to develop innovations in design.
- Relevant sections of Teaching and learning strategy – how innovation by design supports the strategy.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence of coherent rationale for the chosen permitted pathway.
- A design that appears very close to the structure of the previous BPTC and shows little or no evidence of having developed anything different.

Medium risk:

- Some evidence of innovation in design but pedagogic advantages not fully clear – innovation for innovation’s sake.

Low risk:

- Clearly thought out rationale for the proposed design that is integral to the teaching and learning strategy and has clear benefits for the student.

ACCESSIBILITY

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.1 Commitment to equality and diversity at organisational level, including a specific strategic commitment to: <ul style="list-style-type: none">• increasing diversity at the Bar;• taking active steps to improve accessibility – so that the best candidates are able to train as barristers and that the Bar as a whole better reflects the communities it serves and• compliance with obligations arising under relevant legislation including the Equality Act 2010 and the BSB Handbook.

Question: How does your proposal help ensure that the most able students are able to benefit from your delivery of the academic and vocational (integrated) or vocational components, regardless of their background?

Tool tip:

The Equality Act 2010 can be found [here](#)

The BSB Handbook can be found [here](#)

Guidance – in your answer, consider the following:

- a) What is your organisation's equality and diversity strategy/ policy/ action plan? What does it contain that would support the key principle of accessibility in this context?
- b) How accessibility features in your strategic plan
- c) How you aim to identify and support students with good potential to access your delivery of the academic and vocational (integrated) or vocational components, whatever their background?
- d) The rationale for your approach to accessibility, including any research on accessibility/diversity at the Bar that may have influenced you in developing your strategy.
- e) Any aspects of your teaching and learning strategy that indicate serious thought is given to accessibility in your design and delivery of the academic and vocational (integrated) or vocational components.
- f) Your recruitment practices and how they may enhance accessibility.

Evidence in support could include:

- Relevant parts of your strategic plan that indicate your commitment to accessibility
- Institutional policies on equality and diversity
- Use of data that demonstrates a serious organisational commitment to equality and diversity and accessibility.
- Teaching and learning strategy/programme design documents.
- Recruitment policy and procedures that make a genuine attempt to increase accessibility eg through outreach/partnership work.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Lack of organisational and strategic direction on accessibility and diversity.

- Policies and practices that make little or no attempt at increasing diversity at the Bar eg no attempt at outreach work.
- Little or no awareness of data and analysis on diversity at the Bar.

Medium risk:

- Some evidence of commitment to increasing accessibility and diversity but not yet developed into a long-term or evolving strategy.
- Limited awareness of data and analysis of diversity at the Bar, and limited use of this in developing strategy.

Low risk:

- Coherent and genuine strategic commitment at organisational level to increasing accessibility to training for, and diversity at the Bar.
- Good awareness of research and data that underpins current issues around diversity at the Bar, and a strategic approach that is informed by this.

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.2. A clear strategy for making the components(s) and/or pathway accessible and enabling pupils and students to achieve the best outcomes they are capable of in their education and training, as well as to demonstrating the Professional Statement Competences required for the relevant component(s) as set out in the Curriculum and Assessment Strategy.

Question: How will you enable individual students to achieve the best outcomes they are capable of, and to demonstrate the Professional Statement Competences to a standard appropriate for the completion of the academic and vocational (integrated) or vocational components?

Tool tip: The Professional Statement can be found [here](#). For details of the requirements of the Curriculum and Assessment Strategy for Bar Training see [here](#). *At present this is a high-level Strategy. A more detailed version will be produced in due course.*

Guidance – in your answer, consider the following:

- a) How you support and develop students to achieve the best outcomes they are capable of?
- b) How you support a diversity of learning styles
- c) How you target support at students who need it
- d) How have you developed your pedagogy to ensure a supportive learning experience can be provided for a diverse range of students?
- e) How will you evaluate the effectiveness of your strategies to provide a supportive learning experience for a diverse range of students?

Evidence in support could include:

- Policies and procedures for student support – academic and pastoral.

- Relevant aspects of teaching and learning strategy that demonstrate awareness of what is needed to enable students from varied backgrounds to progress and succeed.
- Explanation of how data on student achievement will be collected, analysed and acted upon, with particular emphasis on the attainment gap apparent in respect of any specific group of students.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence that there is any variation in how individual students are supported and enabled to develop.
- No plan to capture, analyse and act on data on student achievement.

Medium risk:

- Some evidence of a responsive approach to the needs of students from varied backgrounds but limited use made of lessons learned to inform approaches to teaching and learning or development of strategic approach to accessibility.

Low risk:

- A thoughtful and nuanced approach to teaching and learning that takes into account the needs of students from varied background and informs and enriches future strategic approach.

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.3. Policies and procedures demonstrating an AETO's commitment to promoting open and fair recruitment (including where appropriate flexible approaches to prior learning and experience).

Question: How are you able to demonstrate policies and procedures that facilitate open and fair recruitment (including flexible approaches to the recognition of prior learning and experience)?

Tool tip: For our view of what the key principle accessibility means see section 27 of the Authorisation Framework. The issue of entry requirements in relation to the academic and vocational (integrated) or vocational components component of training is dealt with in sections 12.5 and 12.6 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) How you have developed your recruitment and admission policies and procedures to ensure recruitment is open and fair?
- b) How, in devising your recruitment and admission policies, have you balanced the key principle of supporting increasing access to training with the need to ensure that only those likely to benefit from training are encouraged to invest in it?
- g) Do you have an APL or APEL policy that applies to your delivery of the academic and vocational (integrated) or vocational components?
- c) How you have developed your recruitment and admission policies and procedures to promote a flexible approach to the recognition of prior learning and experience?
- d) Will you be admitting students on an examinations-only basis?
- e) How do you propose to evaluate the transparency and fairness of your recruitment and admission policies (including policies and procedures to promote a flexible approach to the recognition of prior learning and experience) in supporting the key principle of accessibility?

Evidence in support could include:

- Your published recruitment and admission policies and entry requirements (including APL or APEL if appropriate).
- Your recruitment and admissions rationale/strategy (this is likely to be an extract from an internal validation document)
- A summary of the research and evidence underpinning your choice of entry requirements, for example data relating to groups currently underrepresented at the Bar.
- Plans to evaluate the transparency and fairness of your recruitment and admission policies (including policies and procedures to promote a flexible approach to the recognition of prior learning and experience) in supporting the key principle of accessibility?
- Information relating to your recruitment and admission policies and procedures (including policies and procedures to promote a flexible approach to the recognition of prior learning and experience) provided to students.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide recruitment and admission policies and procedures
- AETO provides recruitment and admission policies and procedures that show no evidence of attempting to reflect the issues of transparency and fairness

- AETO has recruitment and admission policies and procedures that show no evidence of attempting to reflect the issue of flexible approaches to the recognition of prior learning and experience
- AETO has not articulated how, in devising its recruitment and admission policies for its academic and vocational (integrated) or vocational components, it has sought to balance the key principle of accessibility with the need to ensure that only those likely to benefit from studying on the academic and vocational (integrated) or vocational components are encouraged to invest in it.
- AETO has no credible process planned to evaluate the transparency and fairness of its recruitment and admission policies (including policies and procedures to promote a flexible approach to the recognition of prior learning and experience) in supporting the key principle of accessibility

Medium risk:

- AETO has a clear set of recruitment and admission policies in place that seek to address the issues of transparency and fairness to promote the key principle of accessibility.
- AETO has a clear set of recruitment and admission policies in place that seek to address the issue of flexible approaches to the recognition of prior learning and experience.
- AETO has provided an evidential basis for how, in devising its recruitment and admission policies and procedures, it has sought to balance the key principle of accessibility with the need to ensure that only those likely to benefit from studying on the academic and vocational (integrated) or vocational components are encouraged to invest in it.

Low risk:

- AETO has a clear set of recruitment and admission policies in place that seek to address the issues of transparency and fairness to promote the key principle of accessibility.
- AETO has a clear set of recruitment and admission policies in place that seek to address the issue of flexible approaches to the recognition of prior learning and experience.
- AETO has provided a detailed and convincing evidential basis for how, in devising its recruitment and admission policies and procedures, it has sought to balance the key principle of accessibility with the need to ensure that only those likely to benefit from studying on the academic and vocational (integrated) or vocational components are encouraged to invest in it.
- AETO can persuasively evidence how it purposes to evaluate the transparency and fairness of their recruitment and admission policies (including policies and procedures to promote a flexible approach to the recognition of prior learning and experience) in supporting the key principle of accessibility.

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.4 Timely provision of clear, accessible information for pupils and students indicating what Professional Statement Competences they will have achieved

during and on completion of their training, enabling them to navigate their own route to qualification, and the next steps available to them.

Question: How do you propose to provide students with a clear indication of what Professional Statement Competences they will have achieved during, and on completion of, their training enabling them to navigate their own route to qualification, and the next steps available to them?

Tool tip: For our view of what the key principle accessibility means see section 27 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) What information you provide for students regarding the Professional Statement Competences they will have achieved during and, on completion of the academic and vocational (integrated) or vocational components, and in what formats?
- b) What efforts you have made to ensure that this information is accessible and clear?
- c) Can you identify the ways in which aspects of the Professional Statement Competences are taught, developed and assessed across your proposed provision?
- d) How the mapping of your delivery of the academic and vocational (integrated) or vocational components against the coverage of the Professional Statement Competences is described for, and communicated to, students.
- d) The extent to which coverage of the Professional Statement Competences is pervasive.
- e) The extent to which you have embedded the mapping of the Competences as set out in the Professional Statement in any documentation prepared for internal review or validation purposes.
- f) The advice made available to students regarding the related career options available to them on completion of the academic and vocational (integrated) or vocational components.

Evidence in support could include:

- Relevant extracts from your course proposal documents referencing the Competences as set out in the Professional Statement.
- A grid showing where the Competences as set out in the Professional Statement are to be taught, developed and assessed across the academic and vocational (integrated) or vocational components.
- Outcome of any internal validation process including conditions and recommendations to be met for full validation that relate to the mapping of Competences as set out in the Professional Statement.
- Relevant sections of Student Handbook/course guide.
- Careers guidance literature provided for students.
- Marketing information.
- Website copy.
- Outreach materials.
- Programme of outreach activities.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO does not provide extracts from validation documents explaining how the achievement of the Professional Statement Competences has informed the design of the academic and vocational (integrated) or vocational components
- AETO does not provide “taught, developed and assessed” mapping grid in relation to the Professional Statement Competences
- AETO provides no evidence of careers guidance provided to students
- Information unclear or limited only to what the training will consist of, without reference to the complete route to the Bar or to alternative employment.
- Information only available in one form eg only on the website – no evidence of outreach work.

Medium risk:

- AETO has undertaken a mapping exercise and document triangulation with the Competences as set out in the Professional Statement
- AETO internal validation processes ensures that a mapping exercise is examined for alignment with the Competences as set out in the Professional Statement
- AETO has a student handbook that explains the coverage of the Competences as set out in the Professional Statement in the coverage of the academic and vocational (integrated) or vocational components
- AETO supplies some evidence of guidance on careers available to students
- Evidence of accurate factual information provided but limited evidence of efforts to make this available in a variety of forms to optimise access.
- Evidence of accurate factual information provided but that is in overly complex or jargon-laden terminology.

Low risk:

- AETO has successfully completed an internal validation for the provision of the academic and vocational (integrated) or vocational components where a mapping exercise confirming coverage of the Competences as set out in the Professional Statement was approved
- AETO can produce a comprehensive guide demonstrating where Competences as set out in the Professional Statement are to be taught, developed and assessed in the academic and vocational (integrated) or vocational components and that this guide is available to students
- AETO confirms that it has carried out a gap analysis and has addressed any shortfall in terms of mapping its delivery of the academic and vocational

(integrated) or vocational components against the Competences as set out in the Professional Statement

- Clear information in plain English provided that distinguishes what will be provided by the AETO and what else the student will need to do to in order to progress to the next component of training for the Bar
- Clear information about any points at which choices will have to be made, and potential points of divergence to pursue other forms of employment.
- Evidence of efforts to provide information in multiple formats and through outreach work.

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.5. Policies and procedures demonstrating an AETO’s commitment to providing forms of assessment and appraisal that are accessible to all, reflecting the reasonable adjustment duty as set out in the Equality Act 2010 and the requirements set in the Equality Rules in the BSB Handbook, where relevant.

Question: How, through your policies and procedures, are you able to demonstrate your commitment to providing forms of assessment and appraisal that are accessible to all, reflecting the reasonable adjustment duty as set out in the Equality Act 2010?

Tool tip: For our view of what the key principle of accessibility means see section 27 of the Authorisation Framework. For the reasonable adjustment duty see the Equality Act 2010, s.20. AETOs may have little scope to make adjustments in respect of the BSB centralised assessments.

Guidance – in your answer, consider the following:

- a) The advice your institution has received regarding the extent to which your activities are regulated under the Equality Act 2010.
- b) Relevant sections of your assessment strategy, indicating how learning support agreements are set up and implemented, and the approach to making reasonable adjustments to provider-set assessments.
- c) What kind of requests for reasonable adjustments to assessment processes do you anticipate?
- d) Whether or not you have pre-empted the issue of reasonable adjustments in designing your assessments by seeking to make them as widely accessible as possible.
- e) What examples of reasonable adjustments to assessments you would consider appropriate and the extent to which you have, or will have, the resources to support such adjustments.
- f) Institutional experience in making reasonable adjustments to assessment processes and the policies and procedures in place to support compliance with the Equality Act 2010.
- g) How will you evaluate the effectiveness of your policies and procedures in place to support compliance with the Equality Act 2010?

Evidence in support could include:

- What do you understand your duty to make reasonable adjustments to assessment process in the context of the Equality Act 2010 to mean?
- Key extracts from advice on steps needed to ensure compliance with the Equality Act 2010 in assessing students.
- Key extracts from policies and procedures setting out how you aim to ensure that forms of assessment and appraisal are compliant with the reasonable adjustment duty as set out in the Equality Act 2010.
- Extracts from student handbooks explaining the procedure for requesting reasonable adjustments to forms of assessment and appraisal.
- Examples of the types of reasonable adjustments to your assessments you anticipate having to make and an outline of the resources available to support these adjustments.
- Arrangements for evaluating the effectiveness of your policies and procedures to respond to requests for reasonable adjustments to assessment processes to in order to comply with your duties under the Equality Act 2010.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

- Text and upload.

Assessor indicators

High risk:

- AETO does not appear to understand and/or engage with its duty to make reasonable adjustments under the Equality Act 2010
- AETO cannot provide any substantive evidence of how requests for reasonable adjustments to assessment processes are to be considered and determined.
- AETO fails to provide evidence showing that it has anticipated the kind of requests for reasonable adjustments to assessment processes that might be made
- AETO does not appear to have the resources to support requests for reasonable adjustments to assessment processes that might be made.
- AETO proposes adjustments to its assessment processes that would materially undermine the integrity of the assessments

Medium risk:

- AETO appears to understand its duty to make reasonable adjustments to assessment process in the context of the Equality Act 2010 AETO
- AETO has provided key extracts from policies and procedures that set out how requests for reasonable adjustments to assessment processes are dealt with

- AETO appears to have anticipated the type requests for reasonable adjustments to assessment process that might be made and has taken steps to resource the making of these adjustments.

Low risk:

- AETO has strong institutional commitment to meeting its reasonable adjustment duties under the Equality Act 2010
- AETO provides clear and accessible policy and procedure documents setting out how requests for reasonable adjustments to its assessment processes are dealt with
- AETO has anticipated the need to provide reasonable adjustments to its assessment processes and can articulate what these might be and how they might be resourced.
- AETO is committed to a meaningful evaluation of the effectiveness of its policies and procedures in responding to requests for reasonable adjustments to assessment processes to in order to comply with its duties under the Equality Act 2010.

AF indicator
Indicator Heading: 37. All Prospective AETOs – evidence must be provided of:
Indicator: 37.6. Provision and maintenance of learning environments (whether physical, virtual or social) that are supportive, safe and accessible for every pupil or student, promoting dignity, courtesy and respect in their use.

Question: How do you promote an ethos of dignity, courtesy and respect for all students in a learning environment (whether physical, virtual or social) that is supportive, safe and, accessible?

Tool tip: You may want to have regard to institutional policies and codes of behaviour.

Guidance – in your answer, consider the following:

- a) How have you developed your concept of what constitutes a supportive, safe and accessible learning environment (whether physical, virtual or social)?
- b) What active steps do you take to create and maintain a learning environment (whether physical, virtual or social) that is supportive, safe, and accessible?
- c) How do you assess whether your learning environment is supportive, safe, and accessible for all who use it?
- d) How do you address any infringement of your policies designed to promote dignity, courtesy and respect in your learning environments (whether physical, virtual or social)?

Evidence in support could include:

- Policies designed to promote dignity, courtesy and respect in your learning environments (whether physical, virtual or social)?

- Evidence of training for staff and students in implementing your policies promoting dignity, courtesy and respect in your learning environments (whether physical, virtual or social).
- Evidence that policies promoting dignity, courtesy and respect in your learning environments (whether physical, virtual or social) are kept under review.
- Evidence that policies promoting dignity, courtesy and respect in your learning environments (whether physical, virtual or social) are written in plain English and are accessible to all.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence that the creation and maintenance of an appropriate ethos in the learning environment is taken seriously.
- Little or no evidence that any action would be taken if the appropriate ethos were to be infringed.

Medium risk:

- Appropriate policies in place but little evidence of how they will be promoted or enforced.
- Appropriate policies in place but more could be done to make them accessible in terms of either language used and/or availability to all.

Low risk:

- Clear policies in place and evidence of pro-active ongoing commitment to maintaining and promoting dignity, courtesy and respect in the learning environment.

AF indicator
Indicator Heading: 38. All Prospective AETOs – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 38.1. Engagement with the wider community to encourage those who are currently under-represented at the Bar to consider it as a career.

Question: What initiatives do you plan to engage in, in order to encourage those who are currently under-represented at the Bar to consider it as a career?

Tool tip: For our view of what the key principle of accessibility means see section 27 of the Authorisation Framework

Guidance – in your answer, consider the following:

- a) Are there sections of society you believe to be under-represented at the Bar who you believe could benefit from a more pro-active approach on your part to the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community?
- b) What activities (such as the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community) would you support to encourage those, you believe to be currently under-represented at the Bar, to consider it as a career, and why would these be the most cost-effective?
- c) Would you consider collaborating with any other organisations in order to support activities to encourage those you believe to be currently under-represented at the Bar to consider it as a career?
- d) How will you measure the effectiveness of any initiatives you support to encourage those who you believe are currently under-represented at the Bar to consider it as a career?

Evidence in support could include:

- A summary of your research into groups to be targeted in initiatives to encourage those who you believe are currently under-represented at the Bar to consider it as a career.
- Your strategy/action plan for encouraging those you believe to be currently under-represented at the Bar to consider it as a career, and the resources available to support it.
- Details of specific initiatives such as the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community.
- How you plan to evaluate the effectiveness of any initiatives you support to encourage those who you believe are currently under-represented at the Bar to consider it as a career.
- Details of any collaborations with other organisations to support and deliver initiatives to encourage those you believe are currently under-represented at the Bar to consider it as a career.
- Any publications produced as part of your initiatives to encourage those who you believe are currently under-represented at the Bar to consider it as a career.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO shows little interest or awareness of which groups might be under-represented at the Bar.
- AETO has no strategy in place to encourage those who are currently under-represented at the Bar to consider it as a career.
- AETO has no plans to engage in activities such as the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community).

Medium risk

- AETO is able to outline a number of measures (such as the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community) designed to encourage those who are currently under-represented at the Bar to consider it as a career.
- AETO has identified resources to support its outreach activities.
- AETO is committed to reviewing the effectiveness of its outreach activities.

Low risk

- AETO has an evidence-based approach to targeting its outreach activities
- AETO has a clearly articulated and well-resourced strategy for encouraging those who are currently under-represented at the Bar to consider it as a career
- AETO is able to articulate a series of targeted initiatives such as the provision of information, guidance and advice, or undertaking outreach activities in schools and the wider community.
- AETO is collaborating with other organisations to make its outreach activities more effective.
- AETO has processes in place to evaluate the effectiveness of its initiatives to encourage those who are currently under-represented at the Bar to consider it as a career.

AF indicator
Indicator Heading: 39. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 39.1. How the proposed fee supports the principle of accessibility.

Question: How has the key principle of accessibility informed your choice of tuition fee for your delivery of the academic and vocational (integrated) or vocational components?

Tool tip: For our view of what the key principle of accessibility means see section 27 of the Authorisation Framework. There may be an overlap with the evidence provided in relation to the affordability and high standards indicators.

Guidance – in your answer, consider the following:

- a) The rationale for the tuition fee framework proposed (eg is widening access by adopting a more affordable fee a key driver in your tuition fee strategy)?

- b) Have you undertaken any market research to identify groups of students currently excluded by the costs of studying for the academic and vocational (integrated) or vocational components?
- c) What particular aspects of your proposed tuition fee proposal (eg payment by instalments, refund and waiver policies, discounts, using income to fund scholarships etc.) will support accessibility?
- d) What, if any, additional benefits do you propose to offer to students that are included in the standard tuition fee (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers), that support the key principle of accessibility?
- e) Are there any distinctive or innovative aspects of your provision of the academic and vocational (integrated) or vocational components that you feel support the key principle of accessibility in a particularly cost-effective way?
- f) How will you evaluate the operation of your tuition fee policies to ensure that they remain consistent with the key principle of accessibility?

Evidence in support could include:

- Key aspects of your financial strategy and mission eg whether for profit, driven by shareholder value, not for profit, charitable, public sector, subsidised etc.
- Your proposed tuition fee structure.
- Key points from your research into market positioning of your provision of the academic and vocational (integrated) or vocational components and sustainable levels of tuition fee.
- A summary of any additional benefits (if applicable) made available to students at no additional cost that will support the key principle of accessibility.
- Relevant sections of Student Handbook/course guide.
- Details of scholarships, bursaries and hardship payment schemes supported in whole or part by tuition fee income generated by your provision of the academic and vocational (integrated) or vocational components.
- Arrangements for evaluating the operation of tuition fee policies to ensure that they remain consistent with the key principle of accessibility.
- Responsibility for reviewing the proposed tuition fee structure and where the decision-making power lies in relation to increasing tuition fee levels.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO is charging an egregiously high tuition fee without being able to explain how the key principle of accessibility is being promoted.

- AETO offers no flexibility in tuition fee payment arrangements and has potentially punitive terms in relation to deposit forfeiture and tuition fee refunds

Medium risk:

- AETO has a transparent (draft) tuition fee structure with provision for flexible payment schemes
- AETO is proposing a fee that appears to be in the middle of the anticipated range whilst satisfying other mandatory accessibility indicators
- AETO is able to articulate the link between the proposed level of tuition fee and the its commitment to the key principle of accessibility.
- AETO is able to explain the relationship between the cost of delivery of the academic and vocational (integrated) or vocational components and the proposed tuition fee structure

Low risk:

- AETO has a clear (draft) tuition fee structure, that allows for flexibility in payment schedules, and fairness in refunding of deposits and fees
- AETO is able to articulate the rationale for the proposed tuition fee structure with reference to market research, institutional mission, and its commitment to the key principle of accessibility.
- AETO is able to provide details of the package of additional benefits available to students at no extra cost that support the key principle of accessibility.
- AETO is able to explain its processes for reviewing tuition fee levels, when and how changes are made, and how these are communicated to students.
- AETO can demonstrate how it proposes to evaluate the operation of tuition fee policies to ensure that they remain consistent with the key principle of accessibility.

AF indicator
Indicator Heading: 39. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 39.2. Clear and accessible information for students to enable them to understand the application of any policies and procedures that relate to them as regards recognition of prior learning and experience and the support available throughout the process of obtaining such recognition.

Question: How do you support students in understanding your policies and procedures regarding recognition of prior learning and experience and what support do you provide throughout the process of obtaining such recognition?

Tool tip: APL and APEL could relate to students who have already passed elements of the academic and vocational (integrated) or vocational components at another AETO and wish to transfer into your course, as well as those who are seeking exemption from aspects of the academic and vocational (integrated) or vocational components on the basis of other qualifications and experience. NB AETOs do not

have discretion to waive any summative assessment required under the Curriculum and Assessment Strategy.

Guidance – in your answer, consider the following:

- a) Do you have APL and APEL policies?
- b) Do your APL and APEL policies relate to students transferring into your academic and vocational (integrated) or vocational components with advanced standing based on successful completion of elements of the academic and vocational (integrated) or vocational components at another AETO?
- c) Do your APL and APEL policies relate to students enrolling for the academic and vocational (integrated) or vocational components with you, who are seeking exemption from elements of the academic and vocational (integrated) or vocational components on the basis of qualifications and/or experience gained prior to their commencing the academic and vocational (integrated) or vocational components
- d) Who determines whether the conditions for the recognition of prior learning are met, how is the decision made, and is there any right to appeal a refusal to recognise prior learning?
- e) How are your APL and APEL policies communicated to students?
- f) What support do you make available, during the application process, for students seeking recognition for their prior learning in respect of the academic and vocational (integrated) or vocational components?
- g) How do you keep under review the content and operation of your APL and APEL policies?

Evidence in support could include:

- Your APL and APEL policies.
- Accountability and responsibility for considering and determining applications for the recognition of prior learning.
- Information on the recognition of prior learning made available to students
- Support provided during the application process to students seeking recognition for their prior learning in respect of the academic and vocational (integrated) or vocational components.
- Arrangements for reviewing the operation and effectiveness of your APL and APEL policies.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has no APL or APEL policy
- AETO has APL/APEL policies but does not clearly differentiate between transfers in from other AETOs and ab initio requests for waivers based on qualifications and experience that is not related to the academic and vocational (integrated) or vocational components
- No information made available to students regarding applications for the recognition of prior learning.
- Lack of clear decision-making process, or process that appears to lack sufficient independence or quality assurance.

Medium risk:

- AETO has an APL/APEL policies that differentiate between transfers in from other AETOs and ab initio requests for waivers based on qualifications and experience that is not related to the academic and vocational (integrated) or vocational components
- AETO publishes its APL/APEL policies so that they are readily available to students
- AETO can indicate where in its course management structure responsibility lies for implementing its APL/APEL policies

Low risk:

- AETO has clear APL/APEL policies that that differentiate between transfers in from other AETOs and ab initio requests for waivers based on qualifications and experience that is not related to the academic and vocational (integrated) or vocational components
- AETO has clear decision-making structure for implementing its APL/APEL policies and provides feedback where it rejects applications for the recognition of prior learning
- AETO provides support during the application process, for students seeking recognition for their prior learning in respect of the academic and vocational (integrated) or vocational components
- AETO has arrangements in place for reviewing the operation and effectiveness of its APL and APEL policies

AFFORDABILITY

AF indicator
Indicator Heading: 41. All Prospective AETOs – evidence must be provided of:
Indicator: 41.1. Education and training that enhances employability and transferability to and from legal and other professions.

Question: How does your provision of the academic and vocational (integrated) or vocational components enhance employability and transferability to and from legal and other professions?

Tool tip: What we mean by affordability is defined in section 28 of the Authorisation Framework. The focus is not just on actual costs and value for money, but also reducing the level of risk in the student's investment studying for the academic and vocational (integrated) or vocational components

Guidance – in your answer, consider the following:

- a) What do you regard as the key transferable skills that enhance employability in legal and other professions?
- b) Is the development of transferable skills embedded in your teaching and learning strategy and curriculum?
- c) The careers support you have, or intend to, put in place, including guidance to students on their likelihood of success at the Bar.
- d) The information you provide to students regarding likelihood of developing a sustainable career at the Bar and the alternatives available.
- e) Any collaborative activities you engage in (either within your institution or outside) that enhance employability by developing transferable skills relevant to the professional workplace.

Evidence in support could include:

- Elements from your teaching and learning strategy relating to the development of transferable skills.
- How students are enabled to identify the transferable skills that they are developing.
- How, if at all, transferable skills are assessed.
- Provision of careers support for students, in particular alternatives to practice at the Bar.
- Data on student destinations (post-qualification employment patterns).
- Student feedback on careers support.
- Processes for advising students on their progress and likelihood of success.
- Outputs from consultations with employers regarding key employability characteristics.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from

supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO focused entirely on students passing the academic and vocational (integrated) or vocational components and proceeding to pupillage
- AETO has no systematic approach to identifying or developing transferable skills
- AETO shows no interest in advising students on alternative professional careers
- AETO has no careers support in place
- AETO data shows high levels of non-completion

Medium risk:

- AETO recognises need for transferability and addresses the issue in its teaching, learning and assessment strategies
- AETO provides students with basic careers guidance and information regarding likelihood of success at the Bar

Low risk:

- AETO has clear and effective strategies in place to identify and develop transferable skills to support employment in alternative professional roles
- AETO has culture of effective careers guidance to students with good links to employers' groups
- AETO can provide evidence of student destinations that supports its claims to support students into professional employment.

AF indicator
Indicator Heading: 42. All Prospective AETOs – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 42.1. Policies and procedures relating to financial support.

Question: What policies and procedures will be in place relating to financial support for students? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip Financial support can be widely construed to include policies and procedures that save students from incurring costs, involve a reduction in costs, or the provision of benefits in kind. Financial support in the form of remuneration is an issue we see as applying primarily to AETOs offering work-based components.

Guidance – in your answer, consider the following:

- a) The range of discretionary awards that will be available to provide financial support to students, such as grants, bursaries, scholarships, fee waivers, and the provision of hardship funds.
- b) The eligibility requirements for these awards, how their existence is communicated to students, and how transparent your processes are regarding the making of any such awards.
- c) Any “in kind” benefits provided that are provided (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers).
- d) Prizes awarded to students that provide financial support for the next stage of training.
- e) Circumstances where a refund of fees would be granted.
- f) Discretion within the institution in relation to fee waivers.
- g) Targeting of financial support to promote equality of opportunity to undertake the academic and vocational (integrated) or vocational components.
- h) How and when the impact of your policies and procedures relating to financial support for students in promoting the key principle of accessibility, will be evaluated and, where required, acted upon.

Evidence in support could include:

- The range of discretionary awards that will be available.
- Key extracts from policies and procedures relating to the award of any financial support.
- Key extracts from any needs analysis undertaken in devising your system of financial support.
- Policy on fee waivers.
- Examples of “in kind” benefits provided (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers).
- Information given to students regarding arrangements for financial support
- Opportunities for students to take on paid roles at the AETO (eg student ambassadors, administrative support.
- Arrangement for evaluating the impact of policies and procedures relating to financial support for students in promoting the key principle of accessibility.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO charges a relatively high fee
- AETO has no, or a very limited, programme of bursaries, scholarships or hardship awards

- AETO has not engaged in any needs analysis regarding the provision of financial support for students
- AETO has not articulated any programme of “in kind” benefits provided for students (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers)

Medium risk:

- AETO proposing to charge a fee that is not excessive relative to market
- AETO has conducted some research into why and how financial support should be targeted for students
- AETO has some provision for bursaries, scholarships or hardship awards
- AETO is able to evidence the provision of some “in kind” benefits provided for students (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers)

Low risk:

- AETO proposing to charge a fee that is average relative to market
- AETO has evidenced plans for a targeted range of bursaries, scholarships or hardship awards
- AETO allows managers a discretion to waive fees and allow refunds where appropriate
- AETO has generous range of “in kind” benefits provided for students (eg subscriptions, mobile devices, additional qualifications, memberships, mentoring, coaching, discounts with affiliated organisations or retailers)

AF indicator
Indicator Heading: 42. AETOs offering the academic and/or vocational component – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 42.2 The provision of joint education and training that may meet the requirements of other legal and non-legal professions which enables pupils and students to learn and work alongside others.

Question: To what extent does your delivery of the academic and vocational (integrated) or vocational components involve joint education that meets the requirements of other legal and non-legal professions, thereby enabling students to learn and work alongside others? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: The affordability of provision is enhanced if it enables students to develop transferable skills and these are likely to be enhanced if the opportunity to work alongside those training for other legal and non-legal professions is provided.

Guidance – in your answer, consider the following:

- a) The extent to which your delivery of the academic and vocational (integrated) or vocational components provides opportunities for joint education.
- b) Your rationale for providing opportunities for joint education and how this relates to learning outcomes.
- c) How your provision of opportunities for joint education enhances the employability of your students.
- d) How you evaluate the effectiveness of joint education.
- e) What other qualifications of relevance to the legal profession a student is able to achieve through successful completion of compulsory or elective elements of the academic and vocational (integrated) or vocational components.

Evidence in support could include:

- The structure for your delivery of the academic and vocational (integrated) or vocational components.
- Key aspects of your teaching and learning strategy for your delivery of the academic and vocational (integrated) or vocational components.
- The outcome of your consultations with employers' groups or other external stakeholders regarding the content and design of the academic and vocational (integrated) or vocational components with regards to employability.
- Relevant sections of Student Handbook/course guide.
- Other awards available to a student successfully completing compulsory or elective elements of the academic and vocational (integrated) or vocational components.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO combines students from different programmes in the same class simply to reduce costs
- AETO has no teaching and learning strategy, or the strategy does not refer to joint learning
- AETO providing joint learning opportunities that have little external currency in the legal profession or beyond

Medium risk:

- AETO has actively adopted joint learning to enhance the student experience and can demonstrate this through strategy documents
- AETO can demonstrate that the joint learning opportunities have some external currency in enabling students to work in the wider legal profession

- AETO can demonstrate the transferable skills developed through joint learning

Low risk:

- AETO has a well-developed teaching and learning strategy involving joint learning
- AETO provides the opportunity for joint learning to lead to qualifications that allow students to work in the wider legal profession
- AETO has careers support in place to assist student who want to work in the legal profession but not necessarily as practising barristers.

AF indicator
Indicator Heading: 43. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 43.1 How the proposed fee supports the principle of affordability.

Question: How does the tuition fee that you are proposing to charge support the principle of affordability?

Tool tip: What we mean by affordability is defined in section 28 of the Authorisation Framework. We will want to consider the extent to which the proposed tuition fee represents value for money, relative to what the student will be offered by way of support and training.

Guidance – in your answer, consider the following:

- a) How have you arrived at the proposed tuition fee structure?
- b) Based on your current knowledge, where are you seeking to position yourself relative to other AETOs offering the academic and vocational (integrated) or vocational components and why?
- c) What aspects of your delivery of the academic and vocational (integrated) or vocational components represent significantly good value for money?
- d) The benefits to students that are included in the standard tuition fee (eg subscriptions, additional qualifications, mobile devices, memberships, mentoring, coaching, discounts with affiliated organisations or retailers).
- e) What section of the potential student market is the provision seeking to address?
- f) Whether the proposed provision will enable students to access PG student loans.

Evidence in support could include:

- Overview of business plan underpinning your delivery of the academic and vocational (integrated) or vocational components indicating surplus of tuition fee income relative to costs.
- Fees charged for comparable provision within your institution.
- Outputs from market research and consultation exercises undertaken as part of the planning process for your delivery of the academic and vocational (integrated) or vocational components.

- Relevant sections of Student Handbook/course guide.
- Details of the benefits to students that are included in the standard tuition fee (eg subscriptions, additional qualifications, mobile devices, memberships, mentoring, coaching, discounts with affiliated organisations or retailers), and their equivalent financial value.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO is proposing to charge a fee well above median market rate with no obvious programme of additional benefits to justify it.
- AETO planning a large surplus of income relative to costs in business plan projections.
- AETO planning to impose additional fees for provision that would normally be expected to be part of the core programme.
- AETO has not addressed the possibility of students being able to access PG student loans.

Medium risk:

- AETO proposing to charge a tuition fee that is not excessive relative to market
- AETO has addressed alignment of proposed provision with access to PG student loans
- AETO is proposing a package of additional benefits to be included in the tuition fee.

Low risk:

- AETO is proposing a competitive level of tuition fee.
- AETO is a not for profit organisation.
- AETO provides a generous package of additional benefits to students at no extra charge.
- AETO actively seeks to ensure that students can access PG student loans and aligns payment schedules to match.
- AETO is transparent in its financial planning of costs and expenditure in relation to the proposed provision.

AF indicator
Indicator Heading: 43. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator:

43.2. Education and training that allows students to spread the cost of their Bar training and/or earn while they learn or limit the cost in the event that they do not complete their Bar training.

Question: How do the proposed tuition fee payment arrangements allow students to spread the cost of their Bar training and/or earn while they learn, or limit the cost in the event that they do not complete their Bar training? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: The focus here is on the extent to which students can take advantage of flexible payment schemes and recover any fees if they are unable to continue.

Guidance – in your answer, consider the following:

- a) What flexibility you allow in relation to staged or interim payment of fees.
- b) The extent to which students are able to obtain a refund of fees paid either before starting their studies or if interrupting during their studies.
- c) The design and scheduling of part-time, blended or distance learning provision.
- d) Whether there are any financial disincentives, in terms of tuition fee arrangements, in your proposal for students enrolling for the academic and vocational (integrated) or vocational components on a part-time, blended or distance learning basis.

Evidence in support could include:

- Your arrangements for the payment of fees by instalments.
- Policies related to permitting the refunding of fees.
- Historic data on student study modes and/or anticipated numbers of students on part-time, blended or distance learning modes.
- Support planned for students combining study with paid employment.
- Alignment of tuition fee payment schedule with release of PG student loan payments to students.
- Relevant sections of Student Handbook/course guide.
-

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO proposes to charge a high fee relative to market.
- AETO will require fees to be paid in full before students commence study.
- AETO has punitive tuition fee refund policy.

- AETO has inflexible provision making it very hard for students on part-time, blended or distance learning modes of the academic and vocational (integrated) or vocational components to combine study and paid employment.
- Misalignment of tuition fee payment schedule with release of PG student loan payments to students.

Medium risk:

- AETO proposing to charge a fee that is not excessive relative to market.
- AETO has payment of tuition fee by instalments provision.
- AETO allows students to interrupt study or change to another AETO without retaining or charging fees for outstanding tuition.
- AETO has offers flexible modes of study for the academic and vocational (integrated) or vocational components so as to enable students to combine part-time, blended or distance learning modes and paid employment.

Low risk:

- AETO proposing to charge a fee that is average relative to market.
- AETO has a pay as you learn approach to tuition fee payment.
- AETO does not charge students more to pay by instalments.
- AETO has a flexible refund policy.
- AETO permits students to interrupt or transfer out without financial penalty.
- AETO actively supports students on part-time, blended or distance learning modes of the academic and vocational (integrated) or vocational components to combine study and paid employment.

AF indicator
Indicator Heading: 43. AETOs offering the academic and/or vocational component – evidence must be provided of:
<p>Indicator: 43.3 The provision and communication of clear, accessible and meaningful information and data that enables students to make informed decisions about the potential risks and benefits of investing in training. Information to be provided should include -</p> <ul style="list-style-type: none"> • the correlation between degree classifications and passing of the vocational component; • first attempt passing rates • first attempt passing rates and success in obtaining pupillage or work-based training; • annual overall level of success in obtaining pupillage or work-based training. <p>We will adopt a data strategy that is consistent with the approach to be taken by the Office for Students, to enable students to access reliable and valid information to inform their decisions.</p>

Question: How are you proposing to provide clear, accessible and meaningful information to enable students to make informed decisions about the potential risks and benefits of investing in training.?

Tool tip: Our focus here is ensuring students make an informed decision to invest in training. We will adopt a data strategy that is consistent with the approach to be taken by the Office for Students, to enable students to access reliable and valid information to inform their decisions

Guidance – in your answer, consider the following:

- a) What information you provide to students regarding the potential risks and benefits of investing in training.
- b) How that information is communicated, the target audience, the channels used, the accessibility of the language used.
- c) How detailed and current is the information?
- d) Consider the approach taken by the Office for Students as regards enabling students to access reliable and valid information to inform their decisions

Evidence in support could include:

- tuition fees and payment schedules, including arrangements for deposits and payment of fees by instalments.
- Details of the benefits to students that are included in the standard tuition fee (e.g. subscriptions, additional qualifications, mobile devices, memberships, mentoring, coaching, discounts with affiliated organisations or retailers), and their equivalent financial value.
- Policies related to permitting the refunding of fees and fee waivers.
- Proposed formats for information to be made available to students detailing the correlation between degree classifications and successful completion of the academic and vocational (integrated) or vocational components.
- Proposed formats for information to be made available to students detailing first attempt passing rates; first attempt passing rates and success in obtaining pupillage or work-based training.
- Proposed formats for information to be made available to students detailing annual overall level of success in obtaining pupillage or work-based training.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO provides no information to students enabling them to make informed decisions about the potential risks and benefits of investing in training.
- AETO has inflexible tuition fee refund and waiver policies and does not make this clear
- AETO is proposing to charge a fee well above median market rate and provides no justification for this.

- AETO does not provide easily accessible information on fee structures

Medium risk:

- AETO provides some useful information allowing students to make informed decisions about the potential risks and benefits of investing in training.
- AETO proposing to charge a tuition fee that is not excessive relative to market and information on fee structures is not hard to find or understand
- AETO has a flexible refund and fee waiver policy

Low risk:

- AETO is proposing a competitive level of tuition fee and has clear and easily accessible information explaining this
- AETO provides, or proposes to provide, detailed, current and accurate data on student completion rates and progression to pupillage with reference back to degree, degree classification.
- AETO has a flexible refund and fee waiver policy and makes clear to students how this operates.

AF indicator
Indicator Heading: 43. AETOs offering the academic and/or vocational component – evidence must be provided of:
Indicator: 43.4. The provision of education and training leading to academic awards (including early exit awards) at postgraduate level that are recognised outside the legal profession and are of benefit to those who decide not to complete their Bar training or to practise as a barrister.

Question: How has your delivery of the academic and vocational (integrated) or vocational components been designed to provide academic awards (including early exit awards) at postgraduate level that are recognised outside the legal profession, and that are likely to be of benefit to those who decide not to complete their training or to practise as a barrister? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case?

Tool tip: This indicator focuses on the academic award associated with the successful completion of the academic and vocational (integrated) or vocational components, the transferability of that award, and the exit point awards. (e.g. PG Cert, PG Dip etc.) available to those not completing the academic and vocational (integrated) or vocational components of training.

Guidance – in your answer, consider the following:

- a) What award, if any, will you make available to students successfully completing the academic and vocational (integrated) or vocational components?
- b) What award, if any, would you make to a student successfully completing part of the academic and vocational (integrated) or vocational components but

- exiting before completing the full course of study for the academic and vocational (integrated) or vocational components?
- c) The extent to which any proposed award meets the requirements of the QAA in respect of PG qualifications (i.e. The extent to which students enrolling on the proposed provision will be eligible for PG student loans).
 - d) Consultations with employers' groups or other external stakeholders regarding the content and design of the academic and vocational (integrated) or vocational components, with regards to employability.
 - e) What exemptions from other professional qualifications (e.g. ACCA, ICEAW, ICSA, CMI, etc.) would be granted to a student successfully completing (in whole or part) the academic and vocational (integrated) or vocational components?
 - f) How do you believe your delivery of the academic and vocational (integrated) or vocational components prepares students who decide not to complete their training, (or intend to do so but not practice as a barrister), for alternative careers, other professional employment, or further study?
 - g) The support and guidance you offer to students who decide not to complete their training or intend to do so but not practise as a barrister.

Evidence in support could include:

- Your proposed award structure, with details of module levels, and exit point awards available.
- Any additional professional qualifications awarded on successful completion of the academic and vocational (integrated) or vocational components.
- The outcome of your consultations with employers' groups or other external stakeholders regarding the content and design of the academic and vocational (integrated) or vocational components, with regards to employability.
- Details of the extent to which any proposed award will be recognised outside the legal profession.
- Information given to students regarding their eligibility for SLC PG loans if accepted onto the academic and vocational (integrated) or vocational components.
- Relevant sections of Student Handbook/course guide regarding awards and exit points.
- Details of support in place for students who decide not to complete their training or intend to do so but not practise as a barrister.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO offers no PG award on completion of the academic and vocational (integrated) or vocational components

- AETO students will not be eligible for SLC PG student loans
- AETO provides no, or minimal, support for students who decide not to complete their training or intend to do so but not practise as a barrister.

Medium risk:

- AETO has a recognised academic award in place for students who successfully complete the academic and vocational (integrated) or vocational components
- AETO has an awards structure with exit points for students who do not complete the academic and vocational (integrated) or vocational components
- AETO has some support in place for students who decide not to complete their training or intend to do so but not practice as a barrister.

Low risk:

- AETO has fully developed award scheme for the academic and vocational (integrated) or vocational components with early exit points carrying recognised and transferable PG awards
- AETO provision enables students to access SLC PG student loans
- AETO can demonstrate the transferability of its awards and the extent to which they provide exemptions from other professional qualifications.
- AETO has effective support in place for students who decide not to complete their training or intend to do so but not practise as a barrister.

AF indicator
Indicator Heading: 44. AETOs offering the academic and/or vocational component – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 44.1. The provision of flexible and where applicable cost-effective assessment opportunities (both initial assessment and re-sits).

Question: How has your delivery of the academic and vocational (integrated) or vocational components been designed to provide students with flexible and cost-effective assessment opportunities (both initial assessment and re-sits)? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: Flexibility and affordability in assessment can relate to mode, location, and scheduling. AETOs will have no control over the cost of centralised assessments.

Guidance – in your answer, consider the following:

- a) What does flexibility and cost effectiveness for students, in the context of assessment opportunities, mean to you?
- b) How has your view of flexibility and cost effectiveness for students, in the context of assessment opportunities, informed the development of your assessment strategy?
- c) The modes of delivery planned (FT, PT, daytime, evening, weekend, blended, block, distance learning) and the extent to which each mode has its own discrete assessment schedule.

- d) Whether you will be enrolling students for any element of the academic and vocational (integrated) or vocational components on an 'examination only' basis.
- e) Whether you propose to charge referred students additional tuition and examination fees.
- f) How constrained are you, by other external factors (such as costs, resources, economies of scale), in achieving flexibility and cost effectiveness in providing assessment opportunities for students?
- g) How will you evaluate whether your assessment arrangements are providing flexibility and cost effectiveness for students?

Evidence in support could include:

- Study modes and related assessment schedules.
- Fee structures, in particular examination fees where payable.
- Assessment centre locations.
- Collaborative agreements with non-AETOs to receive their students as examination candidates for any element of the academic and vocational (integrated) or vocational components.
- Indicative examination timetables for the academic and vocational (integrated) or vocational components.
- Assessment strategy for the academic and vocational (integrated) or vocational components.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has multiple modes of delivery in respect of the academic and vocational (integrated) or vocational components but the assessment schedule is based around FT students
- AETO operates one assessment centre for the academic and vocational (integrated) or vocational components involving significant travel for some students
- AETO imposes significant additional examination fees for referred students in respect of the academic and vocational (integrated) or vocational components
- AETO imposes significant 'examination only' fees in respect of the academic and vocational (integrated) or vocational components
- AETO lacks any, or any coherent, assessment strategy for the academic and vocational (integrated) or vocational components
-

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO proposes to charge a high fee relative to market
- AETO will require fees to be paid in full before students commence study
- AETO has punitive tuition fee refund policy
- AETO has inflexible provision making it very hard for students on part-time, blended or distance learning modes of the academic and vocational (integrated) or vocational components to combine study and paid employment
- Misalignment of tuition fee payment schedule with release of PG student loan payments to students

Medium risk:

- AETO proposing to charge a fee that is not excessive relative to market
- AETO has payment of tuition fee by instalments provision
- AETO allows students to interrupt study or change to another AETO without retaining or charging fees for outstanding tuition
- AETO has offers flexible modes of study for the academic and vocational (integrated) or vocational components so as to enable students to combine part-time, blended or distance learning modes and paid employment

Low risk:

- AETO proposing to charge a fee that is average relative to market
- AETO has a pay as you learn approach to tuition fee payment
- AETO does not charge students more to pay by instalments
- AETO has a flexible refund policy
- AETO permits students to interrupt or transfer out without financial penalty
- AETO actively supports students on part-time, blended or distance learning modes of the academic and vocational (integrated) or vocational components to combine study and paid employment.

AF indicator
Indicator Heading: 44. All Prospective AETOs – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 44.2. The provision of elements of Bar training that may be transferable in terms of meeting the requirements of other professional statutory and regulatory bodies.

Question: How do you provide guidance to students about where they may have covered elements that may be transferable in terms of meeting the requirements of other professional statutory and regulatory bodies? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: Compliance with this indicator may involve mapping of the Competences as set out in the Professional Statement with the requirements of specific professional statutory and regulatory bodies. Other professional statutory and regulatory bodies could include the SRA, CILEX Regulation, or eg professional bodies in accountancy or management etc.

Guidance – in your answer, consider the following:

- a) Why you have decided to incorporate elements in your delivery of the academic and vocational (integrated) or vocational components that might be transferable in terms of meeting the requirements of other professional statutory and regulatory bodies.
- b) The extent to which elements in delivery of the academic and vocational (integrated) or vocational components might be transferable, in terms of meeting the requirements of other professional statutory and regulatory bodies, and how that provision is structured.
- c) How you plan to recognise the distinct nature of the academic and vocational (integrated) or vocational components whilst providing opportunities for coverage of materials that might be transferable, in terms of meeting the requirements of other professional statutory and regulatory bodies.
- d) The professional statutory and regulatory bodies that might be willing to recognise the elements of your delivery of the academic and vocational (integrated) or vocational components for the purposes of their own qualifications.
- e) How you will evaluate the effectiveness of your policy of incorporating elements in your delivery of the academic and vocational (integrated) or vocational components that might be transferable in terms of meeting the requirements of other professional statutory and regulatory bodies and the indicators that might persuade you to discontinue it.
- f) How you plan to communicate to students the extent to which your delivery of the academic and vocational (integrated) or vocational components might be transferable, in terms of meeting the requirements of other professional statutory and regulatory bodies.
- g) What advice you provide to students as regards opportunities and options to secure recognition from other professional statutory and regulatory bodies on the basis of your delivery of the academic and vocational (integrated) or vocational components.

Evidence in support could include:

- Rationale for and structure of the academic and vocational (integrated) or vocational components including clear indication of the extent to which your delivery of the academic and vocational (integrated) or vocational components incorporates elements designed to meet the requirements of other professional statutory and regulatory bodies.
- Clear indication of the extent to which the requirements of other professional statutory and regulatory bodies are met by your delivery of the academic and vocational (integrated) or vocational components.
- Feedback from other professional statutory and regulatory bodies on the extent to which they are prepared to recognise the transferability of elements of the of the academic and vocational (integrated) or vocational components.

- Relevant sections of Student Handbook/course guide – in particular guidance given to students on the extent to which your delivery of the academic and vocational (integrated) or vocational components enables them to meet any qualifications requirements of other professional statutory and regulatory bodies.
- Careers advice available to students.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO claims to be delivering the academic and vocational (integrated) or vocational components so as to meet the requirements of other professional statutory and regulatory bodies, but fails to clearly articulate why, where, or how this is achieved.
- AETO has little grasp of how students would secure recognition from other professional statutory and regulatory bodies of the transferability of any elements of the academic and vocational (integrated) or vocational components.

Medium risk:

- AETO can establish the extent to which their delivery of the academic and vocational (integrated) or vocational components maps against the requirements of other professional statutory and regulatory bodies.
- AETO provides students with clear information regarding the extent to which their delivery of the academic and vocational (integrated) or vocational components maps against the requirements of other professional statutory and regulatory bodies.

Low risk:

- AETO has coherent teaching and learning strategy that sets out the rationale and benefits of mapping its delivery of the academic and vocational (integrated) or vocational components against the requirements of other professional statutory and regulatory bodies.
- AETO has accurately mapped delivery of the academic and vocational (integrated) or vocational components against the requirements of other professional statutory and regulatory bodies and can demonstrate the extent to which it provides a basis for securing exemptions and waivers from other professional statutory and regulatory bodies.
- AETO has an effective support and advice system in place to help students decide on the qualifications of other professional statutory and regulatory bodies that it might be useful to explore as part of their continuing professional development.

HIGH STANDARDS

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.1. Adherence to the Curriculum and Assessment Strategy for Bar Training, as prescribed from time to time.

Question: How does your delivery of the academic and vocational (integrated) or vocational components meet the requirements of the Curriculum and Assessment Strategy for Bar Training, as prescribed from time to time?

Tool tip: For details of the requirements of the Curriculum and Assessment Strategy for Bar Training see [here](#). *At present this is a high-level Strategy. A more detailed version will be produced in due course.* For our view of what the key principle of high standards means see section 29 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) The ways in which compliance with the requirements of the Curriculum and Assessment Strategy for Bar Training has informed the development of your delivery of the academic and vocational (integrated) or vocational components.
- b) Any challenges you have encountered in meeting the requirements of the Curriculum and Assessment Strategy for Bar Training in designing your delivery of the academic and vocational (integrated) or vocational components and how you have dealt with these.
- c) Any mapping exercise you have undertaken to cross-check your delivery of the academic and vocational (integrated) or vocational components with the requirements of the Curriculum and Assessment Strategy for Bar Training.
- d) The internal approval/validation processes your delivery of the academic and vocational (integrated) or vocational components has been/will be subjected to in order to verify that it meets the requirements of the Curriculum and Assessment Strategy for Bar Training.

Evidence in support could include:

- Relevant sections of internal approval/validation documents for your delivery of the academic and vocational (integrated) or vocational components.
- Summary document showing the cross-referencing of your delivery of the academic and vocational (integrated) or vocational components with the requirements of the Curriculum and Assessment Strategy for Bar Training.
- Relevant sections of Student Handbook/course guide

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide any, or only minimal, documentation mapping the delivery of the academic and vocational (integrated) or vocational components against the requirements of the Curriculum and Assessment Strategy for Bar Training.
- No evidence of effective internal approval/validation processes in relation to the delivery of the academic and vocational (integrated) or vocational components.

Medium risk:

- AETO has undertaken mapping exercise to show how the requirements of the Curriculum and Assessment Strategy for Bar Training are addressed in the delivery of the academic and vocational (integrated) or vocational components.
- AETO may not yet have undertaken internal approval/validation processes.

Low risk:

- AETO has carefully and clearly mapped delivery of the academic and vocational (integrated) or vocational components against the requirements of the Curriculum and Assessment Strategy for Bar Training and can demonstrate how the requirements are met.
- AETO has successfully completed internal approval/validation processes for the delivery of the academic and vocational (integrated) or vocational components demonstrating compliance with the requirements of the Curriculum and Assessment Strategy for Bar Training.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.2. Consistent application of policies and procedures relating to the assessment and appraisal of the Professional Statement Competences.

Question: How will you ensure consistent application of your policies relating to assessment and appraisal of the Competences as set out in the Professional Statement,

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. The reference to appraisal may be more relevant to AETOs seeking authorisation to offer work-based components of Bar training. The Competences as set out in the Professional Statement can be accessed [here](#).

Guidance – in your answer, consider the following:

- a) Where, in delivery of the academic and vocational (integrated) or vocational components, you seek to assess the Competences as set out in the Professional Statement.

- b) How, in your delivery of the academic and vocational (integrated) or vocational components you plan to assess the Competences as set out in the Professional Statement
- c) What are your policies and procedures relating to the assessment and appraisal of the Professional Statement Competences?
- d) What aspects of your policies and procedures relating to the assessment and appraisal of the Professional Statement Competences are designed to help ensure consistency?
- e) How you plan to evaluate the effectiveness of your policies and procedures designed to help ensure consistency in the assessment of the Competences as set out in the Professional Statement.
- f) How students are made aware of your policies relating to assessment of the Competences as set out in the Professional Statement,
- g) How clear and accessible is the language used in your policies relating to assessment of the Competences as set out in the Professional Statement?

Evidence in support could include:

- Key extracts from your assessment policies and procedures as they relate to your delivery of the academic and vocational (integrated) or vocational components.
- Document(s) showing mapping of assessments in the academic and vocational (integrated) or vocational components with the Competences as set out in the Professional Statement.
- Key aspects of your assessment strategy that address the assessment of the Competences as set out in the Professional Statement (this may be contained in internal validation documents).
- Procedures for the setting and approval of assessments.
- Strategy to ensure that a variety of appropriate channels are used to communicate policies relating to assessment of the Competences as set out in the Professional Statement to students.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide detail of its assessment strategy.
- AETO fails to provide documentation mapping assessments against the Competences as set out in the Professional Statement.
- AETO has no explicit process for approving assessments.
- AETO has no procedures for evaluating the extent to which it consistently applies assessment procedures and policies.

- AETO fails to demonstrate a strategy for communicating to students how any proposed assessments map against the Competences as set out in the Professional Statement.

Medium risk:

- AETO provides documentation demonstrating how proposed assessments map against the Competences as set out in the Professional Statement.
- AETO provides documentation showing policies relating to assessment of the Competences as set out in the Professional Statement drafted using clear and accessible language.
- AETO can demonstrate procedures are in place to support consistency in the assessment process.
- AETO can demonstrate how students are made aware of policies relating to assessment of the Competences as set out in the Professional Statement.

Low risk:

- AETO has clear and accessible policies and procedures governing assessment.
- AETO has successfully completed an internal validation for its delivery of the academic and vocational (integrated) or vocational components, which included approval of an assessment mapping exercise. AETO can produce a comprehensive guide demonstrating where Competences as set out in the Professional Statement are to be taught, developed and assessed in its delivery of the academic and vocational (integrated) or vocational components.
- AETO has clear and reliable assessment confirmation processes informed by where Competences as set out in the Professional Statement are to be taught, developed and assessed.
- AETO has sound communications strategy exploiting a variety of appropriate channels to communicate policies relating to assessment of the Competences as set out in the Professional Statement to students.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.3 Effective quality assurance policies and procedures (covering, where appropriate, design, development, approval, monitoring, review and improvement, and closure of components and/or education and training programmes) that seek to ensure that pupils and students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB’s Curriculum and Assessment Strategy.

Question: What effective quality assurance policies and procedures will be in place to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB’s Curriculum and Assessment Strategy?

Tool tip: For AETOs proposing to deliver the academic and vocational (integrated) or vocational components institutional quality assurance policies and procedures that underpin internal validation processes and quality monitoring are likely to provide the core of the evidence base for this indicator. For our view of what the key principle of high standards means see section 29 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) What are the internal institutional quality assurance policies and procedures that you have to comply with in order to achieve the internal validation of your delivery of the academic and vocational (integrated) or vocational components?
- b) What structures and resources (including staff development) are you allocating to these quality assurance policies and procedures?
- c) How have these quality assurance policies and procedures impacted, if at all, on your design of your delivery of the academic and vocational (integrated) or vocational components?
- d) What is the frequency of periodic internal review and approval of your delivery of the academic and vocational (integrated) or vocational components?
- e) How, if at all, have you had to adapt your internal quality assurance policies and procedures to ensure that that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy?
- f) How is the student voice captured and acted upon in your implementation of your quality assurance policies and procedures?
- g) What is the independent internal oversight of the outcomes of your quality assurance policies and procedures?
- h) How would your quality assurance policies and procedures help ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy in the event of your ceasing to deliver the academic and vocational (integrated) or vocational components closure?
- i) How do you know that your quality assurance policies and procedures are effective in ensuring that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy?

Evidence in support could include:

- Key aspects of your quality assurance policies and procedures that have been amended and/or developed specifically to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.
- Examples of current or proposed academic and vocational (integrated) or vocational component programme monitoring reports used for internal quality assurance reporting.
- Organograms showing the allocation of accountability and responsibility in respect of the implementation of quality assurance policies and procedures
- Summary (where available) of how previous monitoring and periodic review processes have improved provision.
- Details of proposed processes for capturing and acting upon student feedback to support students in developing and demonstrating the Competences as set out in

the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.

- Contingency planning for you decide to cease delivery of the academic and vocational (integrated) or vocational components.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has weak quality assurance culture, with little evidence of developed quality assurance policies and procedures.
- AETO has no systematic internal review and monitoring processes.
- AETO has not considered how its quality assurance policies and procedures might need to be adapted to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.

Medium risk:

- AETO has plausible quality assurance policies and procedures involving annual review of provision with independent internal oversight of outcomes and action needed.
- AETO has addressed the extent to which its quality assurance policies and procedures might need to be adapted and/or developed to ensure that that students can develop and demonstrate the Competences as set out in the Professional Statement to the Threshold Standard.
- AETO has identified staff with accountability and responsibility for implementing its quality assurance policies and procedures to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.

Low risk:

- AETO has strong culture of rigorous quality assurance with regular internal reporting, independent oversight, and effective follow-up on action points.
- AETO has specifically addressed the extent to which its quality assurance policies and procedures might need to be adapted to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.
- AETO has clear plan to evaluate the effectiveness of its quality assurance policies and procedures to ensure that students can develop and demonstrate the Competences as set out in the Professional Statement and implemented in

the BSB's Curriculum and Assessment Strategy, and in doing so captures and acts upon student feedback.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.4. Sufficient and appropriate human, physical and technological resources to provide every pupil and student with an equal and effective opportunity to develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy

Question: How will you provide sufficient and appropriate human, physical and technological resources to provide every student with an equal and effective opportunity to develop and demonstrate the Professional Statement Competences as implemented by the BSB's Curriculum and Assessment Strategy?

Tool tip: There is a significant overlap here with the key principle of accessibility, however the focus here shifts from the opportunity to engage with the elements of Bar training to the quality of the outcomes achieved. The Competences as set out in the Professional Statement can be accessed [here](#). For our view of what the key principle of high standards means see section 29 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) Staff student ratios, class sizes, and key teaching and learning methodologies.
- b) Student support responsibilities and how these are split between staff with teaching responsibilities and staff with professional support responsibilities.
- c) How academic staff workloads are determined, with reference to student support responsibilities.
- d) Summary of training and staff development that addresses aspects of student support, including, for example, coaching and mentoring offered to students.
- e) The availability of student support, in terms of timing, location, and the extent to which technology is exploited to increase access to support.
- f) The extent to which any virtual learning environment (VLE) is used to develop and demonstrate the Professional Statement Competences.
- g) The use made of experienced practitioners (some of whom may not be members of staff) to augment the student experience and help develop and demonstrate the Professional Statement Competences.
- h) How you chose to reflect the development of the Professional Statement Competences in your teaching, learning and assessment strategies.
- i) How you propose to identify/target those students likely to be in need of additional support in developing and demonstrating the Professional Statement Competences.
- j) How you propose to evaluate the effectiveness of the measures in place/to be put in place to ensure that every student has an equal and effective opportunity to develop and demonstrate the Professional Statement

Competences and implemented in the BSB's Curriculum and Assessment Strategy.

Evidence in support could include:

- Staffing levels, including staff student ratios, and workload allowances for academic staff with student support roles and responsibilities.
- Organisational charts showing student support roles, numbers in post etc.
- Role descriptions for key student support roles.
- Sections of Student Handbook/course guides setting out support available that is targeted on helping students to develop and demonstrate the Competences as set out in the Professional Statement.
- Mapping of the proposed curriculum to show where aspects of the Competences as set out in the Professional Statement are taught, developed and assessed.
- Proposed/indicative programme of extra-curricular activities designed to develop and demonstrate the Competences as set out in the Professional Statement.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide transparent data on staff workloads and role descriptions.
- AETO has no systematic provision for personal tutoring or pastoral support for students.
- AETO has no strategy for identifying and intervening to support students who may be at risk of not develop and demonstrate the Competences as set out in the Professional Statement.
- AETO has no VLE.
- AETO has high staff/student ratio (eg above 20:1 may require explanation).
- AETO makes few concessions to PT or distance learning students in terms of timing, location, and the extent to which technology is exploited to increase access to support.
- Little in the way of staff development focussed on providing support to students who may be at risk of not developing and demonstrating the Competences as set out in the Professional Statement.

Medium risk:

- AETO appears to have staffing levels that allow for sensible workloads including the support needed by students.
- AETO has roles and role descriptors indicating accountability and responsibility for supporting students in developing and demonstrating the Competences as set out in the Professional Statement.

- AETO makes support in developing and demonstrating the Competences as set out in the Professional Statement available to students on a flexible basis.
- AETO trains staff to identify students who may be at risk of not developing and demonstrating the Competences as set out in the Professional Statement and has a strategy for effective intervention.
- AETO has a VLE used to augment support for students in in developing and demonstrating the Competences as set out in the Professional Statement.

Low risk:

- AETO has clear strategy for student support.
- AETO has staff/student ratio that is appropriate to the relevant activities.
- AETO has clear roles and responsibilities for staff engaged in supporting students in developing and demonstrating the Competences as set out in the Professional Statement.
- AETO makes good use of its VLE to provide support for students in in developing and demonstrating the Competences as set out in the Professional Statement on a flexible basis.
- AETO has developed a comprehensive curriculum mapping to show where aspects of the Competences as set out in the Professional Statement are taught, developed and assessed.
- AETO has provision in place to evaluate the extent to which it is succeeding in ensuring that every student has an equal and effective opportunity to develop and demonstrate the Competences as set out in the Professional Statement and implemented in the BSB's Curriculum and Assessment Strategy.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.5 Recruitment and admission policies and procedures that: <ul style="list-style-type: none"> • meet the requirements of the components of, and pathways through, Bar training, as approved from time to time (see section 12); • in imposing any requirements, strike an appropriate balance between the key principles of high standards and accessibility as developed in this Authorisation Framework.

Question: How do your proposed recruitment and admission policies and procedures meet the requirements of the components of, and pathways through, Bar training, as approved from time to time, whilst also striking an appropriate balance between the key principles of high standards and accessibility as developed in this Authorisation Framework?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. What we mean by accessibility is defined in section 27 of the Authorisation Framework. The issue of entry requirements in relation to the academic and vocational (integrated) or vocational components is dealt with in sections 12.5 and 12.6 of the Authorisation Framework.

Guidance – in your answer, consider the following:

- a) How you have developed your recruitment and admission policies to align with the requirements of the academic and vocational (integrated) or vocational components of training as currently set out in the Authorisation Framework?
- b) How, in devising your recruitment and admission policies, have you balanced the key principle of supporting access to your delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted?
- c) Is your concept of students benefitting from studying for the academic and vocational (integrated) or vocational components devised with reference to their prospects of successfully completing the academic and vocational (integrated) or vocational components successfully completing pupillage, successfully developing a career at the Bar following pupillage, or securing other professional employment?
- d) Do you have an APL or APEL policy that applies to the academic and vocational (integrated) or vocational components of training?
- e) Will you be admitting students on an examinations-only basis?
- f) How do you propose to evaluate the effectiveness of your recruitment and admission policies in aligning with the Competences to be developed and demonstrated as per the Professional Statement?
- g) How do you propose to evaluate the effectiveness of your recruitment and admission policies in striking an appropriate balance between the key principle of supporting access to your delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted?
- h) How do you ensure that your recruitment and admission policies and procedures are clearly communicated to students?

Evidence in support could include:

- Your published recruitment and admission policies and entry requirements (including APL or APEL if appropriate).
- Your recruitment and admissions rationale/strategy (this is likely to be an extract from an internal validation document).
- A summary of the research and evidence underpinning your choice of entry requirements, for example data correlating successful completion of the academic and vocational (integrated) or vocational components, successful completion of pupillage, or successfully developing a career at the Bar with data on prior achievement, mode and place of study, language ability etc.
- Plans to evaluate the operation of recruitment and admission policies with reference to whether an appropriate balance is being struck between the key principle of supporting access to your delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted.
- Information relating to your recruitment and admission policies and procedures provided to students.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from

supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide recruitment and admission policies and procedures that reflect the prerequisites for enrolment on academic and vocational (integrated) or vocational components of training as set out in the Authorisation Framework.
- AETO has not articulated how, in devising its recruitment and admission policies and procedures, it has sought to balance the key principle of supporting access to its delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted.
- AETO has not shown how it ensures that its recruitment and admission policies and procedures are clearly communicated to students.

Medium risk:

- AETO has a clear set of recruitment and admission policies and procedures that reflect the prerequisites for enrolment on the academic and vocational (integrated) or vocational components of training as set out in the Authorisation Framework
- AETO has explicitly addressed how, in devising its recruitment and admission policies and procedures, it has sought to balance the key principle of supporting access to its delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted.
- AETO has shown how it ensures that its recruitment and admission policies and procedures are clearly communicated to students.

Low risk:

- AETO has a clear set of recruitment and admission policies and procedures that reflect the prerequisites for enrolment on the academic and vocational (integrated) or vocational components with of training as set out in the Authorisation Framework.
- AETO has, in devising its recruitment and admission policies and procedures, has achieved an appropriate and evidenced-based balancing of the key principle of supporting access to its delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted.
- AETO is committed to an effective process of evaluating the effectiveness of its recruitment and admission policies and the extent to which they strike an appropriate balance between the key principle of supporting access to its delivery of the academic and vocational (integrated) or vocational components with the need to ensure that only those likely to benefit from such training are admitted.
- AETO has shown how it ensures that its recruitment and admission policies and procedures are clearly communicated to students.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.6. How credentials checking is carried out and policies and procedures for reporting fraudulent and/or dishonest activity to the BSB and the Inns of Court as appropriate.

Question: What procedures will ensure that students' credentials (eg identity, qualifications, and immigration status) are checked and any fraudulent or dishonest activity reported to the appropriate authorities?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. Consider, for example, the various obligations that might arise regarding reporting misconduct in application processes to the Home Office, The Student Loans Company, the BSB or the relevant Inn of Court.

Guidance – in your answer, consider the following:

- a) What checks are carried out in relation to students' credentials?
- b) What training and staff development is, or will be provided, to ensure that staff checking student credentials are aware of their responsibilities?
- c) What is the process for escalating suspected cases of student misconduct?
- d) How are suspected cases of student misconduct investigated?
- e) Who, within the organisation, has the responsibility/authority to report incidents of alleged fraudulent or dishonest activity on the part of students to the appropriate authorities?

Evidence in support could include:

- Instructions issued to staff responsible for student credentials checks.
- Organogram demonstrating accountability and responsibility within the organisation for checking student credentials, escalating suspected cases of student misconduct, and reporting incidents of alleged fraudulent or dishonest activity on the part of students to the appropriate authorities.
- Process for checking authenticity of credentials supplied during the admissions process.
- Policies and procedures for reporting any fraudulent or dishonest activity on the part of students to the appropriate authorities.
- Schedule of planned staff development and training.
- Information provided to students.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has no systematic approach to checking student credentials
- AETO does not have a procedure for reporting any apparently fraudulent or dishonest activity on the part of students to the appropriate authorities
- AETO staff not trained to check student credentials during the application process

Medium risk:

- AETO can identify the staff and processes involved in checking student credentials
- AETO trains and develops staff to check student credentials
- AETO has designated staff members responsible for investigating apparently fraudulent or dishonest activity on the part of students to the appropriate authorities

Low risk:

- AETO has clear systems in place to check student credentials
- AETO has effective training and staff development in place to support staff responsible for checking student credentials
- AETO has identified staff responsible for investigating apparent instances of fraudulent or dishonest activity on the part of students to the appropriate authorities.
- AETO provides clear and comprehensive information to students regarding their responsibilities for ensuring that they present appropriate credentials and warning of the consequences of any fraudulent or dishonest activity.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.7. How the AETO plans to monitor misconduct, (including, where appropriate, academic misconduct) and the mechanisms for reporting such cases to the BSB and the Inns of Court, as appropriate.

Question: How do you propose to monitor student misconduct, (including, where appropriate, academic misconduct) and what mechanisms will you have in place for reporting such cases to (as appropriate) the BSB and the Inns of Court?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. This covers some of the same ground as indicator 46.6 but focuses more specifically on student misconduct, in particular academic misconduct and activities that need to be reported to the BSB and/or a Student's Inn

Guidance – in your answer, consider the following:

- a) Your policies on what constitutes academic misconduct.
- b) Infrastructure in place to detect academic misconduct.

- c) Your arrangements for reporting and investigating academic misconduct.
- d) The nature of the misconduct that is required to be reported to the BSB and/or a student's Inn and who has responsibility for the reporting.
- e) Institutional policies and procedures regarding the monitoring and evaluation of student misconduct cases, and preventative action taken following findings of misconduct.

Evidence in support could include:

- Student misconduct policy and related procedures.
- Academic misconduct policy and related procedures.
- Details of infrastructure in place to detect academic misconduct.
- Organogram showing institutional accountability and responsibility for investigating and adjudicating on cases of academic misconduct.
- Internal review, course or programme monitoring processes involving oversight of findings of student misconduct, analysis of data and preventative measure put in place.
- Arrangements for reporting misconduct to the BSB and/or a student's Inn.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO has no published policy and procedure dealing with student misconduct.
- AETO has no academic misconduct policies and procedures.
- AETO has no plagiarism detection software in place.
- AETO has no published procedure setting out the arrangements for reporting misconduct to the BSB and/or a student's Inn.

Medium risk:

- AETO has a published set of policies and procedures defining student misconduct and the procedures for reporting, investigating and adjudicating on incidents of student misconduct.
- AETO has a published set of policies and procedures defining academic misconduct and the procedures for reporting, investigating and adjudicating on incidents of student misconduct.
- AETO has infrastructure in place to detect plagiarism in student assessments.
- AETO has a policy and procedure for reporting cases of student misconduct, (including, where appropriate, academic misconduct) the BSB and the Inns of Court.

Low risk:

- AETO has fully developed and appropriate policies and procedures for reporting, investigating and adjudicating on incidents of student misconduct, (including, where appropriate, academic misconduct).
- AETO has the infrastructure in place to detect plagiarism in student assessments.
- AETO has clear guidelines on when incidents of student misconduct, (including, where appropriate, academic misconduct) will be reported to the BSB and the Inns of Court, and by whom.
- AETO monitors incidents of student misconduct, (including, where appropriate, academic misconduct) and considers data trends to ensure access to fair treatment for all students, and the preventative measures that might need to be put in place.
- Clear and accessible information for students regarding policies and procedures for reporting, investigating and adjudicating on incidents of student misconduct, (including, where appropriate, academic misconduct).

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.8. Provision of appeals, complaints, and, where appropriate, grievance policies and procedures.

Question: What opportunities do you provide for students to submit appeals and complaints?

Tool tip: The focus for AETOs delivering the academic and vocational (integrated) or vocational components is student appeals and complaints. The likelihood is that grievance procedures only apply in your institution to disputes between members of staff. These fall outside the scope of this indicator as regards AETOs only offering the academic and vocational (integrated) or vocational components

Guidance – in your answer, consider the following:

- a) What policies and procedures do you have in place regarding appeals and complaints brought by students?
- b) How often are your policies and procedures regarding appeals and complaints brought by students reviewed?
- c) Whether you involve students in the process of writing/reviewing these policies and procedures.
- d) What efforts you make to ensure that your policies and procedures regarding appeals and complaints brought by students are clear and accessible.
- e) What efforts you make to promote awareness of your policies and procedures regarding appeals and complaints brought by students.

Evidence in support could include:

- Policies for appeals and complaints.
- Evidence of process for writing and reviewing appeals and complaints policies that involve students to ensure that they are devised in a way that is accessible.

- Evidence that awareness of appeals and complaints policies is actively promoted

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Poorly written policies that may use jargon/complex language.
- Little or no evidence to suggest any efforts made to promote awareness of policies.

Medium risk:

- Appropriate policies in place but more could be done to make sure that they are worded in an accessible way.
- Appropriate policies in place but more could be done to disseminate them to make sure that they are accessed by all.

Low risk:

- Clear and accessible policies in place with evidence that awareness of policies is actively promoted, and the views of users sought.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.9. A variety of fair and objective evaluation, assessment and appraisal methods that support the development and demonstration of the Professional Statement Competences and are appropriately timed.

Question: How do you propose to ensure the provision of fair, objective and timely assessment methods (both formative and summative) that support the development and demonstration of the Professional Statement Competences?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. The reference to appraisal may be more relevant to AETO's seeking authorisation to offer work-based components of training. The Competences as set out in the Professional Statement can be accessed [here](#).

Guidance – in your answer, consider the following:

- a) The balance between formative and summative assessment in your delivery of the academic and vocational (integrated) or vocational components.

- b) The linkage between your assessment methods and the development and demonstration of the Professional Statement Competences.
- c) Your processes for ensuring that assessments supporting the development and demonstration of the Professional Statement Competences (both formative and summative) are fair and objective.
- d) Your processes for ensuring that assessments supporting the development and demonstration of the Professional Statement Competences (both formative and summative) are subject to appropriate moderation
- e) How you have decided to schedule assessments and why this scheduling is appropriate.

Evidence in support could include:

- Your assessment strategy (this may be included in internal validation documentation).
- Your assessment schedule (this may be included in internal validation documentation).
- Document(s) showing mapping of assessments with the Competences as set out in the Professional Statement.
- Your procedures for the setting and moderation of assessments.
- Sections of Student Handbook/course guide dealing with assessment schedules, and the setting and moderation of assessments.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide an assessment strategy.
- AETO fails to provide an assessment schedule.
- AETO fails to provide any documentation setting out procedures for the setting and moderation of assessments.

Medium risk:

- AETO provides an adequate assessment strategy.
- AETO provides an adequate indicative assessment schedule.
- AETO has draft procedures in place to ensure adequately rigorous setting and moderation of assessments.

Low risk:

- AETO has a clearly articulated assessment strategy that explicitly addresses the need for fair, objective and timely assessment methods (both formative and summative) that support the development and demonstration of the Professional Statement Competences.

- AETO has successfully completed internal validation for proposed provision where procedures for setting and moderating assessments were approved as being fair and objective.
- AETO has a planned assessment schedule designed to reflect the needs of a variety of students.
- AETO can demonstrate how its policies and procedures to ensure fair, objective and timely assessment methods (both formative and summative) that support the development and demonstration of the Professional Statement Competences will be communicated to students.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.10. Opportunities for pupils and students to give feedback to the AETO about their experience of training at the AETO in order to shape their and others' learning experience.

Question: How do you gather and act upon feedback from students during their training?

Tool tip: Feedback can include both formal and informal mechanisms, and it encompasses gathering feedback from both individuals and groups (where relevant).

Guidance – in your answer, consider the following:

- a) What are your mechanisms for gathering feedback on an individual basis or from groups (where relevant)?
- b) How do you respond to feedback (i) to those who have offered it, and (ii) in terms of how it informs your further strategic development?
- c) How do individuals and groups (where relevant) know what has been done as a result of their feedback?
- d) What institutional quality assurance procedures monitor the responses to student feedback and follow up on action points?

Evidence in support could include:

- Mechanisms for capturing the voice of students (eg this may include processes for doing so outlined in a Student Handbook).
- Terms of reference/minutes of student/staff liaison groups.
- Surveys/exit interviews/any other mechanism for capturing feedback.
- Process for how information gathered feeds into further strategic development.
- Programme/course monitoring forms indicating how institutional oversight will be conducted.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- Little or no evidence that feedback is sought from students.
- Little or no evidence of responsiveness to feedback where it is sought.
- No evidence of institutional quality assurance oversight of how the student voice is captured or acted upon.

Medium risk:

- Mechanisms in place and feedback sought but limited evidence of how this is used or the responsiveness of the AETO in terms of feedback informing future developments.
- Mechanisms in place and feedback sought but no mechanism for communicating resulting actions back to those who have provided feedback.

Low risk:

- A clear and functioning “feedback loop” where feedback is sought, responded to, and resulting actions are communicated to those who provided the feedback.
- Institutional oversight of feedback mechanisms within the individual faculty/school/department.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.11. The promotion of self-reflection that fosters the profession’s approach to Continuing Professional Development from an early stage.

Question: How will a culture of self-reflection that fosters the profession’s approach to Continuing Professional Development be promoted from the early stages of a student’s involvement with the proposed provision?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. The Competences as set out in the Professional Statement can be accessed [here](#) Information about the approach to CPD can be found [here](#).

Guidance – in your answer, consider the following:

- a) What do you understand the profession’s approach to Continuing Professional Development to be?
- b) How do you articulate a concept of the reflective practitioner that fosters the profession’s approach to Continuing Professional Development in your teaching and learning strategy?
- c) What opportunities are there in your delivery of the academic and vocational (integrated) or vocational components for students to engage in active self-

reflection that is aligned with the profession's approach to Continuing Professional Development?

- d) At what point in your delivery of the academic and vocational (integrated) or vocational components are students introduced to the concept of self-reflection that is aligned with the profession's approach to Continuing Professional Development?
- e) How do you propose to evaluate the effectiveness of your strategies to inculcate a culture of reflective practice with regard to the profession's approach to Continuing Professional Development?

Evidence in support could include:

- Key elements of your teaching and learning strategy that focus on the development of a culture of reflective practice with regard to the profession's approach to Continuing Professional Development.
- A curriculum map indicating where self-reflection that is aligned with the profession's approach to Continuing Professional Development is taught, developed and assessed.
- Monitoring arrangements that allow for evaluation of the effectiveness of arrangements for developing a of culture of reflective practice aligned with the profession's approach to Continuing Professional Development.
- Consultations with, and input from, practitioners on how a of culture of reflective practice with regard to the profession's approach to Continuing Professional Development can be established amongst students.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO makes no acknowledgment of the need to develop a culture of reflective practice with regard to the profession's approach to Continuing Professional Development in its teaching, learning and assessment strategies.
- AETO unable to demonstrate where, within its delivery of the academic and vocational (integrated) or vocational components, the profession's approach to Continuing Professional Development is taught, developed and assessed.

Medium risk:

- AETO identifies the need to develop a of culture of reflective practice aligned with the profession's approach to Continuing Professional Development in its teaching, learning and assessment strategies.
- AETO can provide the equivalent of a curriculum map demonstrating where the profession's approach to Continuing Professional Development is taught, developed and assessed.

Low risk:

- AETO clearly addresses the need to develop a of culture of reflective practice with regard to the profession’s approach to Continuing Professional Development in its teaching, learning and assessment strategies.
- AETO can identify in its curriculum map where and how the profession’s approach to Continuing Professional Development is taught, developed and assessed.
- AETO has consulted with practitioners as to how best to embed a culture of reflective practice with regard to the profession’s approach to Continuing Professional Development can be established amongst students.
- AETO actively evaluates the effectiveness of its strategies to inculcate a culture of reflective practice with regard to the profession’s approach to Continuing Professional Development, with a focus on continuous improvement.

AF indicator
Indicator Heading: 46. All Prospective AETOs – evidence must be provided of:
Indicator: 46.12. How the AETO encourages a culture of high standards of performance and professionalism on the part of pupils and students

Question: Within the context of the academic and vocational (integrated) or vocational components, how do you propose to encourage a culture of high standards of performance and professionalism on the part of students?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. For more on see the Code Guidance in the BSB Handbook which can be found [here](#).

Guidance – in your answer, consider the following:

- a) Where, in your proposed curriculum, do you explicitly cover the professionalism expected of students?
- b) What extra-curricular provision, if any, will seek to address the high standards and professionalism expected of students?
- c) How encouraging a culture of high standards of performance and professionalism is reflected in student support and pastoral care.
- d) How encouraging a culture of high standards of performance and professionalism is reflected in your teaching, learning and assessment strategies.
- e) How any failure on the part of a student to display high standards of performance and professionalism is likely to be dealt with.
- f) How are high standards of performance and professionalism role modelled and demonstrated in the proposed provision?
- g) How will you evaluate the effectiveness of your activities designed to encourage high standards and professionalism on the part of students?

Evidence in support could include:

- Curriculum mapping showing where and how high standards of performance and professionalism are covered in the proposed provision.
- Proposed programme of extra-curricular provision that seeks to address the high standards and professionalism expected of students.
- Arrangements for personal tutoring and pastoral care of students.
- Teaching, learning and assessment strategies that seek to foster high standards and professionalism on the part of students.
- Extracts from student complaint, misconduct and disciplinary procedures providing for action to be taken in the event that a student fails to maintain the level of high standards of performance and professionalism to be expected on the part of students.
- Plans to evaluate the effectiveness of your activities designed to encourage high standards and professionalism on the part of students.
- Relevant sections of Student Handbook/course guide.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO fails to provide any details of how the promotion of high standards of performance and professionalism is covered in its delivery of the academic and vocational (integrated) or vocational components.
- AETO fails to provide any details of how the promotion of high standards of performance and professionalism is covered in proposed teaching, learning and assessment strategies.
- AETO has no policies and procedures in place to deal with instances of a student failing to maintain the level of high standards of performance and professionalism to be expected on the part of students.

Medium risk:

- AETO can indicate where in the curriculum it is seeking to address the issues of high standards of performance and professionalism to be expected on the part of students.
- AETO can indicate assessment points that address the issues of high standards of performance and professionalism to be expected on the part of students.
- AETO has teaching, learning and assessment strategies that seek to foster high standards and professionalism on the part of students.

Low risk:

- AETO has a clearly articulated strategy for encouraging a culture of high standards of performance and professionalism on the part of students that has

been included in a successfully completed internal validation of its delivery of the academic and vocational (integrated) or vocational components.

- AETO can demonstrate where issues relating to high standards of performance and professionalism on the part of students are taught, developed and assessed.
- AETO plans a programme of extra-curricular activities to encourage a culture of high standards of performance and professionalism on the part of students.
- AETO communicates its expectations of high standards of performance and professionalism to students, models these behaviours through its staff and students, and has sanctions in place to deal with cases where there is a significant departure from expected standards.

AF indicator
Indicator Heading: 47. All Prospective AETOs – either provide evidence for the following indicators or explain why they are not applicable:
Indicator: 47.1. Governance arrangements reflecting an AETO’s responsibility for any components of the approved training pathways delivered in collaboration or association with other organisations.

Question: Where any components of the approved training pathways are to be delivered in collaboration or consortium with other organisations, what governance arrangements will be in place to ensure that high standards are maintained? If no such arrangements are planned please explain, with reference to how the four key principles have been addressed and balanced, why this is the case.

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. This indicator would apply to an AETO franchising any aspect of delivery of the academic and vocational (integrated) or vocational components.

Guidance – in your answer, consider the following:

- a) Those aspects of the academic and vocational (integrated) or vocational components that you are seeking authorisation to offer that you also plan to franchise, delegate, or share with another organisation (whether an AETO or not).
- b) What aspects of the four key principles underpinning the Authorisation Framework are promoted by your proposed collaboration?
- c) What due diligence have you carried out prior to entering into an agreement with your collaborative partner?
- d) How will your agreements with your collaborative partners ensure that they are meeting the obligations that will be placed on you as an AETO in delivering the academic and vocational (integrated) or vocational components?
- e) What are your oversight arrangements to ensure that any collaborative partner is maintaining the high standards required of you as an AETO?
- f) How will you be able to require a collaborative partner to meet the terms of any agreement you enter into for them to deliver aspects of the academic and vocational (integrated) or vocational components on your behalf?

g) How will you terminate any agreement with a collaborative partner, under which they deliver aspects of the academic and vocational (integrated) or vocational components on your behalf, whilst ensuring that the interests of students are protected in a manner consistent with the four key principles?

Evidence in support could include:

- A summary of your proposed collaborative provision and the rationale for entering into the collaboration
- A summary of your institutional due diligence investigation into the proposed collaborative partner
- Extracts from any proposed collaboration agreements setting out the obligations of the collaborative partner to deliver aspects of the academic and vocational (integrated) or vocational components in a manner that is consistent with the Authorisation Framework
- Extracts from any proposed collaboration agreements setting out your oversight arrangements
- Extracts from any proposed collaboration agreements setting out your options for enforcing your collaboration agreement
- Extracts from any proposed collaboration agreements setting out the basis for termination
- An explanation of how the interests of student will be safeguarded in the event of a collaboration being terminated

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO proposes to collaborate without evidence of due diligence preliminaries having been completed.
- AETO proposes a collaboration agreement that does not contain adequate provision for oversight of collaborative provision.
- AETO cannot articulate how the proposed collaboration will support the four key principles.
- AETO proposes a collaboration agreement that does not make adequate provision for termination in the event of breach and does not have a contingency plan for safeguarding the interests of students.

Medium risk:

- AETO is able to articulate a rationale for the planned collaboration.
- AETO is able to articulate which aspects of the four key principles the proposed collaboration will support.

- AETO has conducted adequate due diligence on prospective collaborative partner.
- AETO has oversight arrangements in place to manage the quality of the collaborative partnership.
- AETO's collaborative agreement provides for clear termination procedure that safeguards the interests of students.

Low risk:

- AETO has experience in successful collaborative provision.
- AETO can articulate the rationale for the collaboration and how it supports the four key principles.
- AETO has conducted thorough due diligence and the proposed agreement gives the AETO clear rights of oversight, performance management and termination for breach.
- AETO has contingency plans and resources to protect the interests of students in the event that the collaboration agreement has to be terminated by either party.

AF indicator
Indicator Heading: 48. AETOs offering the academic and vocational (integrated) or vocational component – evidence must be provided of:
Indicator: 48.1. How the proposed fee supports the principle of high standards

Question: How has the key principle of high standards informed your choice of tuition fee for your delivery of the academic and vocational (integrated) or vocational components?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. There may be an overlap with the evidence provided in relation to the affordability indicators.

Guidance – in your answer, consider the following:

- a) The rationale for the tuition fee framework proposed (e.g. are you intending to compete for potential students on the basis of high quality or low cost)?
- b) Has the proposed tuition fee determined the quality of the delivery of the academic and vocational (integrated) or vocational components or has the quality of delivery of the academic and vocational (integrated) or vocational components driven the tuition fee structure?
- c) Do you know what your delivery of the academic and vocational (integrated) or vocational components will cost (ie the extent to which your tuition fee represents the actual cost of delivering the delivery of the academic and vocational (integrated) or vocational components)?
- d) Is there institutional support for delivery of the academic and vocational (integrated) or vocational components below economic cost recovery levels where this is the case?

- e) Where you believe the proposed fee structure sits in the market compared to other AETOs proposing to offer the academic and vocational (integrated) or vocational components.
- f) What, if any, additional benefits do you propose to offer to students that are included in the standard tuition fee (eg subscriptions, other qualifications, mobile devices, memberships, mentoring, coaching, discounts with affiliated organisations or retailers), that would support the key principle of high standards?
- g) Are there any distinctive or innovative aspects of your delivery of the academic and vocational (integrated) or vocational components that you feel support the key principle of high standards in a particularly cost-effective way?
- h) How will you review the relationship between the fee income generated by your delivery of the academic and vocational (integrated) or vocational components, the surplus generated, and the need to invest in provision to maintain high standards?
- i) What is the frequency with which your institution will be reviewing the fee structure for the delivery of the academic and vocational (integrated) or vocational components – in particular whether there is a policy of increasing tuition fees in line with inflation?

Evidence in support could include:

- Key aspects of your financial strategy and mission e.g. whether for profit, driven by shareholder value, not for profit, charitable, public sector, subsidised etc.
- Your proposed tuition fee structure.
- Summary of your research into market positioning of your proposed provision and sustainable levels of tuition fee.
- An explanation of where decision making on tuition fee levels rests within your organisation.
- A summary of where you believe your proposed tuition fee structure will sit in the market compared to other AETOs offering the academic and vocational (integrated) or vocational components.
- A summary of any additional benefits (if applicable) made available to students at no additional cost that will support the principle of high standards Relevant sections of Student Handbook/course guide.
- Arrangements for review of the proposed tuition fee structure and where the decision-making power lies in relation to increasing tuition fee levels.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO is charging an egregiously low tuition fee without being able to explain how appropriately high standards are to be maintained.

- AETO is charging an egregiously high tuition fee without being able to explain how the level of tuition fee income is being translated into noticeably higher standards of delivery of the academic and vocational (integrated) or vocational components and student support.
- AETO is vague or evasive with regards to tuition fee levels and the rationale for adopting them.

Medium risk:

- AETO has a clear (draft) tuition fee structure.
- AETO is proposing a fee that appears to be in the middle of the anticipated range whilst satisfying other mandatory high standards indicators.
- AETO is able to articulate the link between the proposed level of tuition fee and the type of provision (consistent with the Authorisation Framework) that it is seeking to offer.
- AETO is able to explain the relationship between the cost of delivery and the proposed tuition fee structure.

Low risk:

- AETO has a clear (draft) tuition fee structure.
- AETO is able to articulate the rationale for the proposed tuition fee structure with reference to market research, institutional mission, and the real costs of delivery.
- AETO is able to provide details of the package of additional benefits available to students at no extra cost that support students in achieving high standards.
- AETO is able to explain its processes for reviewing tuition fee levels, when and how changes are made, and how these are communicated to students.

AF indicator
Indicator Heading: 48. AETOs offering the academic and vocational (integrated) or vocational component – evidence must be provided of:
Indicator: 48.2. Registration with the Office for Students or HEFCW; recognition as having Degree Awarding Powers (DAP) (or validation by a body with DAP); and subscription to the Office of the Independent Adjudicator (OIA).

Question: Can you demonstrate that your institution is registered with the Office for Students or HEFCW, has its own Degree Awarding Powers (or is validated by a body with Degree Awarding Powers), and subscribes to the Office of the Independent Adjudicator?

Tool tip: For our view of what the key principle of high standards means see section 29 of the Authorisation Framework. For the Office for Students see the OfS [website](#) , in particular [here](#). which deals with Degree Awarding Powers. For the Office of the Independent Adjudicator see [here](#).

Guidance – in your answer, consider the following:

- a) Is your institution registered, or planning to register, with the Office for Students?

- b) Has your institution been notified that registration with the Office for Students is subject to satisfying any conditions? Are you in good standing with HEFCW (if in Wales)?
- c) Does your institution have Degree Awarding Powers in its own right or will it be delivering the proposed provision as a validated collaborative partner of an institution that has Taught Degree Awarding Powers?
- d) Do your institution's Degree Awarding Powers (or those of its validating collaborative partner) extend to the award of taught postgraduate qualifications?
- e) Does your institution subscribe, or is it in the process of subscribing, to the Office of the Independent Adjudicator?
- f) Has your institution been notified that subscribing to the Office of the Independent Adjudicator is subject to satisfying any conditions?
- g) How are you planning to keep under review your compliance with the terms of registration with the Office for Students, or your designation by HEFCW if applicable, the maintenance of conditions for the retention of Degree Awarding Powers, and compliance with the terms for subscribing to the Office of the Independent Adjudicator?

Evidence in support could include:

- Proof of completed institutional registration with the Office for Students, or pending application, or application to HEFCW as appropriate.
- Proof of being granted Degree Awarding Powers extending to taught postgraduate awards (or of these being granted to a suitable collaborative validation partner).
- Proof of completed institutional subscription to the Office of the Independent Adjudicator, or pending application.
- Arrangements for keeping under review institutional compliance with the terms of registration with the Office for Students or HEFCW, the maintenance of conditions for the retention of Degree Awarding Powers, and compliance with the terms for subscribing to the Office of the Independent Adjudicator.

Tool tip: You must refer to all supporting documents by reference to specific sections/paragraphs. Policies or other documentation should include publication dates. You do not need to provide a document twice. When using material from supporting documents to answer a question, you must paste the relevant text into the box in this section of the application.

Method for answering:

Text and upload.

Assessor indicators

High risk:

- AETO is not registered with the Office for Students / HEFCW and has no application pending.
- AETO has application to register with the Office for Students/ HEFCW pending that is subject to numerous conditions.
- AETO: (i) does not yet have Degree Awarding Powers; (ii) lacks a collaborative validating partner with Degree Awarding Powers, or (iii) either the AETO or its

putative collaborative validating partner has an application for Degree Awarding Powers pending.

- AETO does not subscribe to the Office of the Independent Adjudicator and has no application pending.
- AETO has application to subscribe to the Office of the Independent Adjudicator pending that is subject to numerous conditions.

- Medium risk:
- AETO is registered with the Office for Students/ HEFCW, or has an application pending subject to conditions likely to be met in the near future.
- AETO has Degree Awarding Powers or has a collaborative validating partner with Degree Awarding Powers.
- AETO does subscribe to the Office of the Independent Adjudicator, or has an application pending subject to conditions likely to be met in the near future.

Low risk:

- AETO is registered with the Office for Students / HEFCW.
- AETO has Degree Awarding Powers or has a collaborative validating partner with Degree Awarding Powers.
- AETO subscribes to the Office of the Independent Adjudicator.
- AETO has arrangements in place for keeping under review institutional compliance with the terms of registration with the Office for Students / HEFCW, the maintenance of conditions for the retention of Degree Awarding Powers, and compliance with the terms for subscribing to the Office of the Independent Adjudicator.