QS Resource for Bar Course Providers

Qualifying Sessions form a vital part of a student's journey in training to become a barrister. Taking place alongside a student's vocational training, Qualifying Sessions provide opportunities for professional and ethical development.

Through the provision of both practical and knowledge-based sessions, delivered by specially selected and trained members of the profession and experts, Qualifying Sessions help equip students to undertake the next stage of training and to be fit and proper to serve the public as barristers. The links made with the profession during Qualifying Sessions provide students with a foundation for pupillage and work-based learning but also for a career at the Bar thereafter.

Approving a QS

Students must attend a minimum of one session under each of the themes designated by the BSB and at least two sessions must be interactive and require preparation in advance. All Qualifying Sessions **must** therefore cover one of the following themes (one QS point is worth **one** theme, so a session should not be accredited for more than one theme unless it is worth more than one point):

- Ethics, Standards and Values;
- Advocacy Skills;
- Legal Knowledge, Justice and the Rule of Law;
- Equality, Diversity and Inclusion; and
- Preparation for Pupillage, Career Development and Wellbeing.

All details of a Qualifying Session should be logged ahead of time via **Application Form** (appended to this document), in which the following details should be noted:

- Title, type, venue, cost, schedule and brief synopsis of proposed QS (ie how the QS will be advertised to students)
- Proposed speakers/trainers (where possible, although we are aware this may be difficult to confirm very far in advance)
- Proposed theme
- Information on any required pre-preparation or interactive elements
- Learning Outcomes (please find specific guidance on writing Learning Outcomes appended to this document)
- Clear link to the Professional Statement (NB – related points on the professional statement can be found here: https://www.barstandardsboard.org.uk/uploads/assets/a4556161-bd81-448d-874d40f3baaf8fe2/bsbprofessionalstatementandcompetences2016.pdf. A QS typically relates only to one or two points.)

Some useful notes on BSB requirements can be found on page 3-4 of the QS Framework document: https://www.barstandardsboard.org.uk/uploads/assets/479684ff-2d42-4ce5-a32b5bd6d9b1c277/mouschedule2-qsframeworkinns.pdf

Dates for Approval

Qualifying Sessions should be advertised to the students ahead of time, ideally at the beginning of the relevant term in which the QS is scheduled to take place. To enable us to advertise all

sessions widely, we would ideally need approval forms to be submitted to us with all the relevant details by no later than the following points:

For Michaelmas Term QS (September-December):
- Submit forms by the first week in August

For Hilary Term QS (January – March)
- Submit forms by the first week in December

For Easter/Trinity Term QS (April – July)
- Submit forms by the last week in March

This schedule will allow us to deal with any queries in good time and ensure all students are given the best possible opportunity to book.

Approval forms should be submitted to jarmfield@innertemple.org.uk, copying in kupham@innertemple.org.uk.

Running a QS

During the event, please provide sign-in sheets for the students attending to sign for each QS. This should include a header stating the name of the event, date including year and the number of QS points allocated to the event. Below this should be a table detailing the student's name, their Inn of Court and space for a signature.

Sign-in sheets should be signed at the **end** of the QS.

After the event, please send a copy of the sign-in sheet as soon as possible to all four Inns' Education and Training Departments (addresses as below) to ensure the student records are updated. Any delay in sending the sign-in sheets to the Inns could delay a student's Call to the Bar.

booking@lincolnsinn.org.uk
qs@innertemple.org.uk
education@middletemple.org.uk
Tony.Charles@graysinn.org.uk

NB: We strongly advise that where Qualifying Sessions involve both an educational component and a dinner, the educational element is scheduled **first**. This is to ensure students are able to get the most out of a proposed lecture or workshop and are able to relax into the social aspect of the session afterwards. As is illustrated by the themes and framework, a Qualifying Session has to contain an educational aspect and cannot simply be a social event. We strongly advise that all sessions last at least 45 minutes - 1 hour (ideally inclusive of brief Q&A) to ensure that students are receiving reasonable educational benefit.

Anti-Harassment and Student Wellbeing

Should any issues arise during a Qualifying Session, please note the Inns of Court Anti-Harassment Policy (Joint), as below:

https://www.middletemple.org.uk/sites/default/files/Uploads/Inns%20Anti-Harassment%20Policy.pdf

If necessary, students should be directed to make a report or complain via their Inn and you can provide them with one of the below links, as relevant:

https://www.innertemple.org.uk/who-we-are/how-we-operate/policy-statements/anti-harassment/

https://www.middletemple.org.uk/about-us/harassment-policy

https://www.graysinn.org.uk/app/uploads/drupal-media/documents/members/Gray%27s%20Inn%20Complaint%20Procedure%20v4.0.pdf

https://www.lincolnsinn.org.uk/about-us/diversity-inclusion/

General

The link below should include some additional relevant documents which may be of use in planning a Qualifying Session. In particular, the documents relating to the External Observers may be useful in illustrating what about Qualifying Sessions is typically assessed:

https://www.coic.org.uk/inter-inn-documents

ANNEX I - **GUIDE TO WRITING LEARNING OUTCOMES**

There is a difference between the Description for a QS and its Learning Outcomes.

The QS Description will cover several things including what, how, who, how long, where, when and why. The Learning Outcome will cover just one thing ie. what will the student be able to do after the QS?

Learning Outcomes should:

- be very specific;

- be small in number for each QS;

- be easily assessed and

- need to say what the student will be able to do at the end in the specific categories of learning as set out below:

  - Knowledge or understanding

  - Application (of knowledge/understanding)

  - Analysis or Synthesis

  - Evaluation

The table below makes suggestions of verbs to use when describing what the student will be able to do, in the specific categories of learning, after attendance at the QS.

Learning Outcomes	Verbs
Acquire knowledge and understanding	Define, classify, describe, explain, identify, recognize
Apply knowledge	Demonstrate, apply, illustrate, practice
Analyse or Synthesise	Distinguish, compare, examine, critique, analyse, criticise

	Plan, construct, formulate, assemble
Evaluate	Appraise, assess, estimate, select, argue, evaluate

Verbs such as the following should be avoided when setting Learning Outcomes as they are not easily observable or measurable.

- Know

- learn

- appreciate

- believe

- be familiar with

- comprehend

Learning Outcomes must not be general, broad or vague, they must not be aspirational (aspirations belong in the QS Programme Aims & Objectives) and should not refer to the Professional Statement or the 5 QS themes (this information belongs in QS Descriptions and the QS Programme Aims & Objectives). The overarching purpose of QS is very important but it belongs within the Aims & Objectives of the QS Programme as a whole. The induction of students into the professional community is an overriding aim of the whole QS programme but it cannot be a learning outcome of individual QS.

The following table provides examples of learning outcomes which fit with specific types of QS.

Qualifying Sessions Type	Skills Acquired ie. the Learning Outcomes will cover these types of learning
Lectures and panel discussions where students observe others saying or doing things. • These will have limited Learning Outcomes.	• Acquire knowledge & understanding • Application (possibly) • Analysis or Synthesis (probably not) • Evaluation (probably not)

Practical exercises	• Acquire knowledge & understanding
	• Application
• Eg. advocacy weekends, or any type of activities where the STUDENT gets hands-on skills practice.	• Analysis or Synthesis
	• Evaluation (possibly)

Learning Outcomes are useful for a range of audiences. The main recipients are of course the students but they will also be of use to the speakers and tutors as they will help them be better informed as to what is expected. They are also of use to the Inns and COIC in quality assurance terms as they make it easier to ascertain if a QS has delivered what was intended which in turn facilitates accurate reporting to the BSB.

New Qualifying Session Application Form

Please note that if the application is successful, the above information will be provided to internal and external observers, as part of the Quality Assurance system, and published as part of the information for students who are planning and booking QSs.

Application for approval of a new Qualifying Session	
Submitted by (staff event manager):	
Date of application:	
Date of approval:	
Approved by:	
Date of proposed QS:	
QS Description	
Title:	
Brief synopsis of proposed QS:	
QS Description and format (attach schedule if available):	
Learning Outcome(s):	By the end of the session students will be able to:
Tutor(s) or speaker(s) *In the case of large or multi-activity events the Course Director(s) and Lead Speaker(s)/Tutor(s) should be listed along with the number who are supporting):*	
QS Framework Theme/s **Please tick primary theme. (If multi-QS event, please tick relevant themes for all QSs)**	
Ethics, Standards & Values	
Advocacy Skills	
Legal Knowledge, Justice & The Rule of Law	
Equality, Diversity & Inclusion	
Management of Pupillage, Career Development & Wellbeing	
The element(s) of the Professional Statement to which the QS is aligned:	**Include relevant Professional Statement reference:**
Type of QS:	**Please tick one**
Lecture	
Panel Session	
Skills Workshop	
Guided Discussion	
Moot	
Debate	
Acting as volunteer witness/advocate	

Multi-QS event eg. residential weekend or Education Day. (In this case, please also tick a type for each proposed QS)	
Other: please specify:	

Interaction and Advance Preparation

Is there interaction with practitioners/relevant experts?	
Is there a requirement for students to prepare in advance?	
If yes, what preparation is required?	Please list materials and estimation of time required for preparation.

Other

Total length of QS: Please indicate number of hours and, if multi-day, number of hours per day and number of days.	
Attendance requirement for students:	
Start time of QS:	
End time of QS:	
Number of QS points proposed for QS:	
Number of student places available:	
Cost to the student:	
Venue and location:	
Please add any other relevant information:	