KING'S INNS

LEARNER FEEDBACK POLICY

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02		

KINGS INNS 1541

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1. Introduction

This Learner Feedback Policy establishes a clear framework for fostering a culture of quality enhancement and continuous improvement, transparency, and mutual respect. Learner feedback is critical for shaping a dynamic, responsive academic environment that prioritises high-quality education and values the contributions of learners at the Honorable Society of King's Inns (King's Inns).

2. Purpose of Policy

The purpose of this policy is to outline the principles, processes, and expectations for collecting, analysing, and using learner feedback. It ensures feedback is:

- Gathered in a fair, consistent, and transparent manner.
- Used to enhance teaching, learning, and learner support services.
- A tool to improve institutional effectiveness and learner satisfaction.

2. Scope of Policy

This policy applies to all learners enrolled in programmes offered by King's Inns. It encompasses feedback on academic programmes, programme delivery, faculty performance, learner support services, and the overall learner experience.

3. Policy Statement

3.1 Objectives

- To establish clear guidelines for collecting learner feedback.
- To use feedback constructively to enhance teaching, learning, and services.
- Promote openness, transparency, and continuous improvement within the learning community.
- Incorporate learner feedback into decision-making processes.

3.2 Principles of Learner Feedback

King's Inns is committed to feedback mechanisms based on the following principles:

a. Confidentiality and Anonymity: Feedback is collected and managed to ensure learner anonymity, unless explicit consent is provided.
   - Inclusivity: A variety of feedback mechanisms will ensure accessibility to all learners.
   - Transparency: Learners are informed about how their feedback will be used, including any actions taken.
   - Action-Oriented: Feedback drives improvements in programmes, teaching, services, and the overall learner experience. Actions taken are communicated to learners.

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- Constructive Dialogue: Respectful and constructive dialogue between learners and staff is encouraged to enhance the learning environment.

3.3 Types of Learner Feedback

Learner feedback may be collected using various methods including:

- **Mid-Programme Feedback**: On longer programmes, there will be surveys to evaluate satisfaction during the programme and make necessary adjustments.
- **End of Programme Surveys**: Annual reviews assessing overall learner experiences, facilities, and support services.
- **Focus Groups and Interviews**: Qualitative feedback sessions providing detailed insights.
- **Class Representatives**: Feedback relayed via elected class representatives.
- **Learner Representatives on Governance Bodies**: Contributions from learner representatives to the School of Law Faculty Board.

3.4 Feedback Roles and Responsibilities

- **School of Law Administration:** Ensures effective feedback collection, learner participation, and resource allocation for follow-up actions.
- **Programme Teams:** Review feedback, analyse data, identify trends, recommend actions and implement improvements, following consultation with the School of Law Faculty Board and Education Committee, as appropriate.
- **Learners:** Provide honest, constructive, and timely feedback.
- **Learner Services and Support Staff:** Actively seek and use feedback to improve services.

3.5 Process for Collecting and Analysing Feedback

1. **Data Collection:** Feedback is collected through standardised surveys to ensure consistency. Responses are anonymised unless consent is explicitly provided.
2. **Data Analysis:** Feedback is analysed to identify trends, strengths, and areas for improvement, including quantitative and qualitative aspects.
3. **Reporting:** Feedback results are compiled and shared with relevant stakeholders, including learners, faculty and administrative staff.
4. **Action Plans:** Based on the analysis of feedback, action plans should be developed to address identified issues. These plans should specify the changes or improvements that will be implemented, timelines for implementation, and responsible parties. These plans may be discussed with and subject to the approval of the School of Law Faculty Board and / or the Education Committee, as appropriate.
5. **Feedback Loop:** After action plans have been implemented, learners should be informed of the outcomes and any changes made as a result of their feedback. This feedback loop should be clear, ensuring that learners see the impact of their input.

3.6 Use of Feedback

Feedback is used to:

- Enhance teaching and learning quality
- Inform programme design, delivery, and assessment

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- Improve learner services, facilities, and resources
- Identify areas requiring additional learner support
- Support strategic planning and institutional development.

3.7 Confidentiality and Data Protection

Learner feedback data must be handled with the utmost confidentiality. Feedback that contains personal information should be processed in compliance with relevant data protection laws (e.g., GDPR). Data should only be used for its intended purpose and not shared beyond those who need to see it for analysis or action.

3.8 Feedback for Improvement

King's Inns encourages the use of feedback as a tool for continuous improvement. While some feedback may highlight problems or areas for concern, the goal is always to use this information constructively to enhance the overall learner experience and institutional effectiveness.

3.9 Communication of the Policy

The policy is made available to learners and staff via the King's Inns website, learner handbooks, and other relevant channels. Regular reminders encourage active participation in feedback mechanisms.

5. Roles and Responsibilities

The Dean of the School of Law is the owner of this policy and will oversee the implementation of this policy.

6. Monitoring and Review

The policy owner is responsible for monitoring implementation of the policy, ensuring that all associated documents are updated and current, and that the policy is reviewed as required

This policy is reviewed annually to ensure its effectiveness and alignment with institutional goals. Feedback from learners and staff is used to inform any necessary revisions.

All policies and policy changes are approved by Council on the recommendation of Standing Committee. Policies relating to the School of Law will be reviewed in the first instance by the Education Committee before being recommended to Standing Committee.

7. Referenced Policies

- Data Protection Policy

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