



The Inns of  
Court College  
of Advocacy

# Student Voice Policy

Version 1.0

The ICCA recognises that involving students in the review and development of future plans is key both to ensuring we enshrine the highest educational standards of vocational training into our Bar Course to prepare students for their pupillage or work-based learning and to ensure the optimum experience at the ICCA for all students. It is a condition of our contract with our Academic Partner, King's College London, as contained in the **Quality Assurance Handbook** (Paragraph 8.1, Page 80) that *"all Programmes are expected to have procedures in place to collect feedback from students"*.

The ICCA undertakes to students that their views will be properly considered in accordance with the following principles:

- Every student at the ICCA deserves the right to raise any issues they are facing with the quality of their education or student experience directly with the ICCA.
- Every student at the ICCA deserves access to a representative at study level.
- The ICCA will engage with all the student representatives to ensure that all concerns are heard and responded to in a timely and relevant manner.

As such, the ICCA will gather feedback through Student Representatives, through Student Staff Liaison Committees, through Student Feedback Surveys and through student representation on the ICCA Education Committee. There is also a comprehensive student complaints procedure within the [Academic Regulations](#).

Although the course is delivered in an academic environment, the ICCA will implement processes and evaluation techniques which also draw on best practice in vocational training, namely the four levels of training evaluation.<sup>1</sup> These four levels are:

- Level 1 Reaction - measures how students react to education and training.
- Level 2 Learning - analyses if the student understands the training and education (e.g. is there and increase in knowledge, skills or experience).
- Level 3 Behaviour - whether students are utilising what they learned at work.
- Level 4 Results - determines if the training and education had a positive impact on the profession.

When adhering to this model it is only Level 1 and 2 that apply to educational institutions when eliciting student feedback. However, to ensure a best practice approach is taken, all student feedback mechanisms should meet the criteria of Level 2, i.e. do not focus purely on immediate reactions, but promote reflection on the acquisition of knowledge and skills.

Level 3 evaluation remains important for institutions to conduct, and therefore maintaining contact with alumni is important to measure the level to which training and education transferred to the demands of the work-based component.

Students will be invited to submit a questionnaire at the end of each module to provide detailed feedback on all aspects of the teaching, assessment, learning environment, administration and resources. This will be part of a planned modular review which will utilise internal student record

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<sup>1</sup> Kirkpatrick, D. L. (1994). Evaluating training programs: the four levels. San Francisco: Berrett-Koehler

systems and VLE data to provide a holistic overview for the ICCA's course and governor-level leadership.

Questionnaire design is key to elicit Level 2 feedback and questionnaires will go beyond the traditional course satisfaction format. Questionnaires will reference learning outcomes and the Bar Standards Board's Professional Statement and will ask students to reflect on their own level of competence at the end of Modules.

Students will also have the opportunity to raise a question through the ICCA VLE at any point during the course to provide feedback relating to any issue relating to teaching, assessment, learning environment, administration and resources. This will be treated as a feedback mechanism and is separate from the ICCA Complaints Procedures. Students will have the option to remain anonymous or provide their details to facilitate a follow-up discussion.

The ICCA has developed all the necessary registry functions to administer student feedback and have recruited a Management Information and Planning Manager (MIPM) to make this process effective. Course questionnaires will include questions on reaction to teaching but also student confidence in their ability to meet the requirements of the Professional Statement. These questionnaires will be implemented after each module and tutors will be responsible for ensuring all students participate. The MIPM will present this information to the academic staff which also include analysis of module results to measure student reactions and confidence against overall performance.

Staff Student Liaison Committee (SSLC) meetings are designed to provide student representatives with a forum to raise feedback on behalf of the students they represent to staff on the Bar Course. SSLCs will be chaired by the Bar Course Leader and attended by tutors with responsibility for individual Bar Course modules.

The volunteer Student Representative will have access to anonymised questionnaire summaries and dashboards produced by the MIPM. Additionally, any student with feedback for the academic or support staff will be invited to make contact with the Student Representative at any point. Student representatives sitting on SSLCs will be encouraged to proactively gather feedback from their fellow students.

There will be regular opportunities for the Student Representative to engage with the ICCA's leadership, specifically the Bar Course Leader and COIC Operations Manager. Certain issues may then be raised to Dean level for resolution. The Student Representative will also have the opportunity to provide feedback to the ICCA Governors via the ICCA Education Committee.

The ICCA may request students to attend focus groups where course review is planned to discuss new ideas and gain feedback on planned changes and enhancements. This must be balanced against the academic demands of a 20-22-week course and may be addressed with volunteer alumni where necessary.

All feedback results will be available to the ICCA Education Committee. The Committee's remit includes monitoring progress against educational strategic objectives, as well as monitoring the nature and level of any complaints received and ensure that appropriate action is taken in respect of them. Membership will include student representation from both an ICCA Student Representative as well as a recent alumnus of the ICCA Bar Course. This student representation

will allow additional student feedback to this important forum and foster engagement directly with the ICCA's leadership and Governors.

A planned annual course review will draw on available data including student feedback to update the Bar Course Leader's Course Improvement Plan. If the opportunity arises, the ICCA will engage with course alumni on either a questionnaire or interview basis to look at and develop the transfer of knowledge and skills to the Pupillage and Work-Based Training component.

All of the processes set out above will be managed by the ICCA. King's College London will participate in a periodic review of these procedures but will not have any direct involvement with ICCA students in the implementation of the student voice strategy, nor will ICCA students be eligible for membership of the King's College London Student Union.

# ICCA Student Voice Implementation Strategy

This strategy sets out how the ICCA will strive to achieve the objectives and honour the principles set out in the ICCA Student Voice Policy, above.

Commitment	Responsibility
The ICCA will maintain a Student Voice Policy outlining how the above principles will be implemented	Dean of the ICCA
The ICCA will ensure there are mechanisms in place to allow a student representative to be elected for each bi-annual cycle of Part One of the ICCA Bar Course, and that all reasonable efforts have been taken to ensure student representative positions are filled	Heads of Online Learning
The ICCA will ensure there are mechanisms in place to allow student representatives from each tutor group to be elected for each bi-annual cycle of Part Two of the ICCA Bar Course, and that all reasonable efforts have been taken to ensure student representative positions are filled	ICCA Bar Course Leader
A flexible range of options will be available to deliver effective representation	Dean of the ICCA
At least one academic and one student representative have oversight of the progress of issues up to the ICCA Education Committee to ensure that issues under discussion are tackled effectively.	Dean of the ICCA
The ICCA will hold a termly Student Rep Forum, with representatives from across the ICCA student body and relevant senior level staff from the ICCA	ICCA Bar Course Leader
There will be an online Student Forum to encourage discussion and feedback	Heads of Online Learning
The ICCA will provide an online mechanism which will enable individual students to raise any issue they wish to directly with the ICCA.	Management Information and Planning Manager

The ICCA Education Committee shall have a standing agenda item for student business. Items raised are minuted, and subsequent action taken is reported and minuted at the next meeting	ICCA Education Committee
The ICCA will ensure appropriate support is given to staff who support the Student Voice Strategy, and the ICCA guidance for reps will be circulated to those staff	Dean of the ICCA
The ICCA will provide assistance to student representatives preparing submissions for reports (to be received at the last Education Committee meeting of the Part Two academic cycle)	ICCA Bar Course Leader
All student representatives have access to an appropriate electronic facility hosted by the ICCA which allows them to have a two-way discussion with their student constituents as well as other student representatives	ICCA IT Support
Student representative forums will produce reports each term that highlight what has been raised and what has happened as a result	Student reps assisted by ICCA Bar Course Leader
The ICCA will promote changes based on student feedback across the year through 'you said, we did' initiatives, or similar.	ICCA Bar Course Leader reporting to the ICCA Dean and the ICCA Education Committee
Annual reports to the ICCA Education Committee and to King's College London include an evaluation of the effectiveness of student representation arrangements (as measured against this policy) which is prepared by the School's elected student	ICCA Bar Course Leader
Periodic review of the ICCA Bar Course programme must include representation from students both through membership of the review panel and contributions to the review process	King's College London ICCA Education Committee
A student representative will make a report to the ICCA Education Committee on the Student Voice, to include an evaluation of the implementation and success of this policy.	ICCA Education Committee