



South Gloucestershire and Stroud College

Compliments, Suggestions and Complaints Policy and Procedures

If you would like this document in an alternate format
Please contact the Human Resources Department

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Job Title/Role:	Assistant Principal - SGS Group Quality and Performance
Ref. No.: Q/P 155	<p>Date of this version: 21 January 2020</p> <p>Review date: 21 January 2021 (Subject to legislative change)</p> <p>Upload to External College website? Yes</p> <p>Upload to e-Campus? Yes</p>
Approved by:	SLT
Date of Approval:	October 2019

Mandatory Initial Equality and Diversity Impact Screening



Main aim and purpose of the policy:	This policy seeks to ensure that the review of feedback is used to inform planning and the continual improvement of the Learner and Wider Learning Experience and College Services.				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
How much evidence is there?	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input checked="" type="checkbox"/>	Medium <input type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<i>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i>					
Completed by Gavin Murray Position: Assistant Principal - SGS Group Quality and Performance					
Date: 12-12-19					

Compliments, Suggestions and Complaints Policy

1. Introduction

- 1.1. This Policy has been written to ensure compliance with South Gloucestershire & Stroud (SGS) College's obligations as set out in the Education Act of 2002, the Higher Education Act of 2004 and the 2015 Consumer Rights Act.
- 1.2. The terms of this policy are also compliant with the Education (Independent Schools Standards) Regulations 2010 insofar as it relates to SGS as sponsor of the SGS Multi-Academy Trust (SGSAT)
- 1.3. This policy is informed by, and reflects, the College's Single Equality Plan, the Office of Qualifications and Examinations Regulation (OFQUAL) general conditions of accreditation and the Scottish Qualifications Authority (SQA) Accreditation scheme as appropriate.

2. Statement

- 2.1. South Gloucestershire & Stroud College aims to positively change people's lives and add value to the social and economic wellbeing of our communities. We do this by providing high quality, innovative, accessible education and training in a friendly culture of mutual respect and support. SGS therefore recognises the importance of and welcomes feedback about our services from all College users, including learners, employers, staff and other stakeholders.

3. Objective

- 3.1. This Policy seeks to ensure that we develop positive and responsive partnerships with all our learners, employers, public service providers and the communities we serve. Our review of feedback is used to inform planning and the continual improvement of the wider learning experience and the services that the College provides.

4. Principles

- 4.1. This policy establishes a good practice framework approach for handling Compliments, Suggestions, Complaints; provides an overview of the key factors included in our processes and sets out underlying principles and operational guidance to support an understanding of timeframes, progression between review stages, and record-keeping.
- 4.2. This Policy is not intended to refer to complaints about decisions concerning learner behaviour, financial aid, or assessment. Complainants are advised to refer to the appropriate policy prior to submitting a complaint in line with this policy.



Principles of complaint and feedback handling at SGS

Accessibility

The SGS College Compliments, suggestions and complaints policy is open to everyone: It is easy to navigate and provides clear information about how to access advice and support.

Our policies are responsive to the needs of individuals and learners are entitled to appoint representatives.

Clarity

The SGS Compliments, suggestions and complaints policy flowcharts are:

Well signposted so that learners know which process to follow.

All persons engaged in efforts to resolve complaints will keep effective records.

Proportionality

The SGS Compliments, suggestions and complaints policy is:

Flexible, where a learner raises issues which fall under more than one process.

We expect all parties to act reasonably and fairly towards each other, and to treat the processes themselves with respect.

Seek and allow for the complaint to be resolved informally and as early as possible, including by mediation where possible and appropriate.

All complaints consist of three stages:

Early resolution at the local level

Formal stage

Review stage

Timeliness

The SGS Compliments, suggestions and complaints policy includes:

Time limits which learners are normally expected to submit complaints.

Allows for the identification of complaints which require particularly swift action.

All complaints normally be completed with 60 calendar days of the start of the formal stage; subject to its complexity.

Fairness

The SGS Compliments, suggestions and complaints policy:

Ensures that decision-making staff are properly trained, resourced and supported, and able to approach each decision afresh.

All parties have an equal opportunity to present their case and clear reasons will be given for all decisions reached.

No complainant will be disadvantaged as a result of bringing a complaint.

Confidentiality & Independence

The SGS Compliments, suggestions and complaints policy will:

Ensure that decisions are monitored by staff without actual or perceived conflicts of interest at all stages of the process.

An appropriate level of confidentiality will be preserved without disadvantage to ensure that decisions are made consistently, fairly and at the appropriate level.

Appropriate action will be taken on issues identified; and, information gathered will be used to improve services for our learners and customers.

5. Implementation

- 5.1. All learners and staff will be informed about this Policy and Procedure during their induction; and, this policy will be made available via the College's website, intranet site and on E-Campus.
- 5.2. The Concern/Issue Flowchart and the Compliments Flowchart (Appendix 2) will be:
- Displayed on learner and staff noticeboards,
 - within the Learner Charter and Codes of Conduct booklet
 - within the Higher Education handbook
- 5.3. Compliments, Suggestions 'Tell us' cards (appendix 3), Complaint Forms (appendix 1) and Compliment/Concern/Issue/Complaint flowcharts (appendix 2) are available from each campus reception in the learning resource centres (LRC). Learner representatives can also be asked to take forward any concerns to Voice of the Learner meetings. Staff can also download relevant documentation from SharePoint and there is also an email address – talktous@sgscol.ac.uk

6. Key Performance Indicators

- 6.1. This policy seeks to ensure the provision of a consistently high quality of service and experience and to deliver measurable improvements to the learner journey in the following ways:

KPI	Further Education Measures	Target
KPI V3	Overall learner satisfaction will be rated as good or better	97%
KPI T13	Overall employer satisfaction will be rated as good or better	85%
KPI V11	Through improved informal resolution the number of complaints received will be less than (annually)	75
KPI T15	The variance in complaints received by Function or academic / Vocational Sector will be less than	3%

NSS	Higher Education Measures	Target
NSS Q5	Overall learner satisfaction will be rated as good or better (internal survey)	85%
NSS Q6	Overall learner satisfaction will be rated as good or better (internal survey)	90%
NSS Q7	Feedback on assessment will be prompt	90%

7. Responsibilities

- 7.1. **All College Users** will have regard to the objectives and principles of this policy and as such are encouraged to talk to their tutors or other members of staff as per the process (see flowchart: appendix 2) in order to make their views known and to resolve concerns and issues before they escalate to complaints.
- 7.2. **Tutors/Teachers/Learning Area Managers (LAMs) or Staff members and/or Heads of Service Departments** will seek, as appropriate, to respond to concerns and issues in a timely fashion and in addition, will address issues identified via any feedback received and forward to the nominated complaints personnel, at the first available opportunity, as appropriate and as per the identified process.
- 7.3. **The nominated complaints personnel** will forward feedback received as appropriate and as per the identified process ; administer the process of complaints and suggestions, ensuring that timescales are met; and, review and report on all compliments, suggestions and complaints on a monthly basis for review by the Senior Management Team and the College Corporation.

8. Related Guidance, Strategies and Legislation

- Complaint Investigation Guidelines for Managers
- SGS Quality and Improvement Strategy 2018 - 2020
- SGS Single Equality Policy
- SGS Applications, Admissions and Enrolments Policy and Procedure, and Guidance, Inclusion, Support and Transition policy
- OFQUAL General Conditions and Awarding Body Regulations

Appendix 1: Formal Complaint Form

Actual document for staff access is available on SharePoint (Data Hub > Useful Documents)

FOR BRISTOL CAMPUSES:
 (e.g. Filton, Bristol Zoo, WISE, Queens Road)
 Siobhan Turner
 Quality Office
 South Gloucestershire & Stroud College
 Filton Campus
 Filton Avenue
 Filton
 BS34 7AT

FOR STROUD CAMPUSES:
 (e.g. Stroud, Berkeley)
 Lindsay Driver Dickerson
 Finance Office
 South Gloucestershire & Stroud College
 Stroud Campus
 Stratford Road
 Stroud,
 GL5 4AH



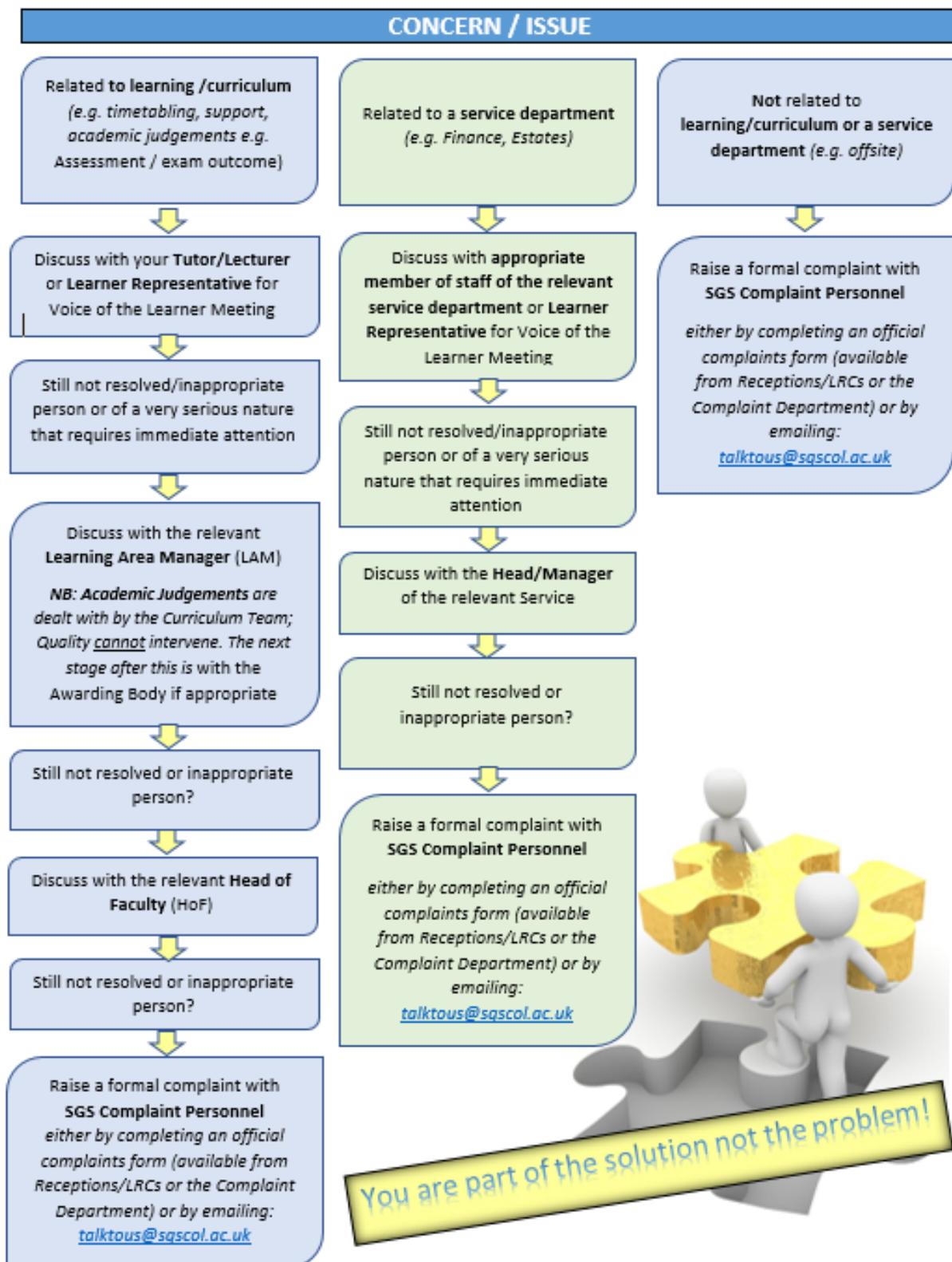
FORMAL COMPLAINT FORM

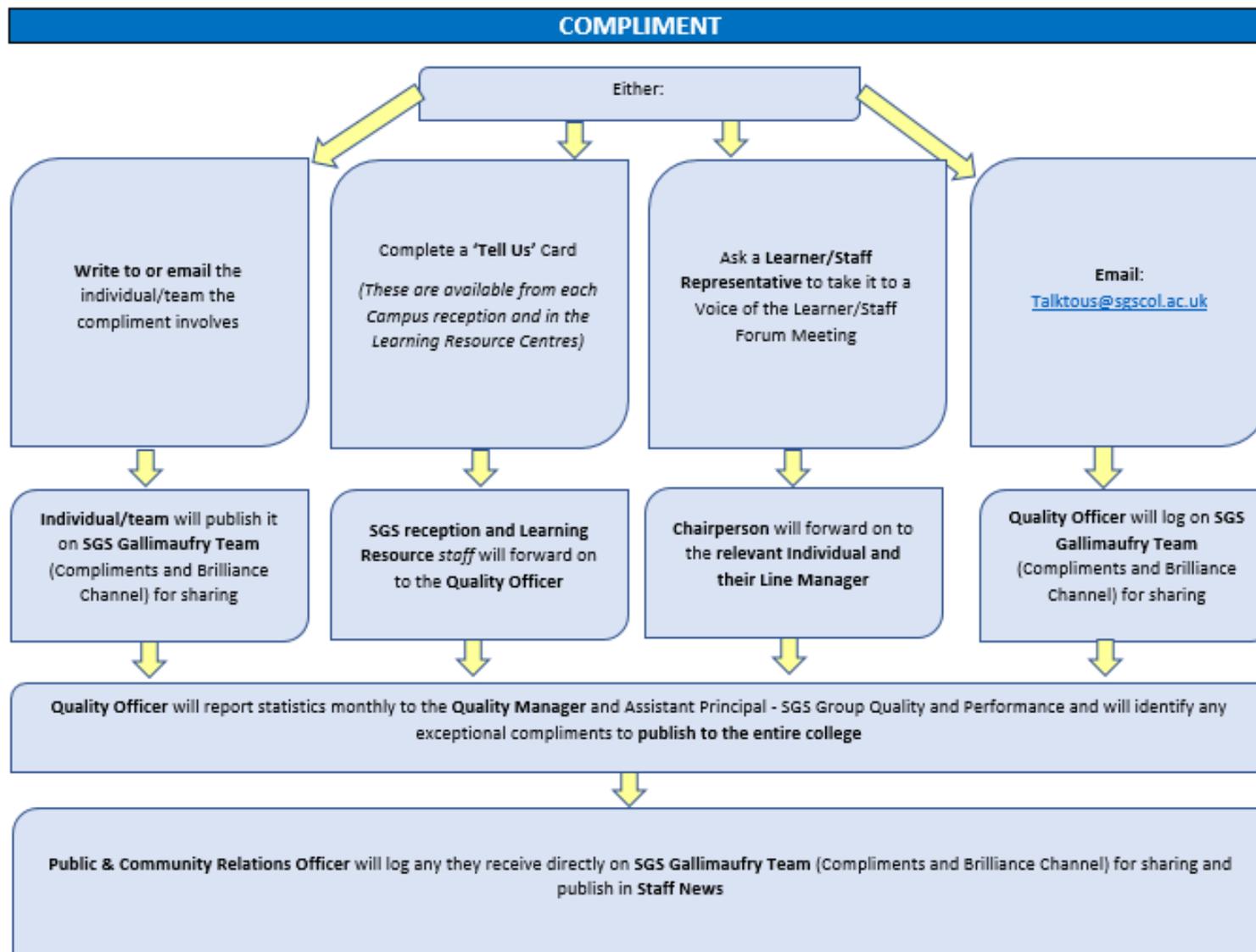
If you wish to make a formal complaint, please complete the boxes below and send it to the relevant address above or email to -Siobhan.Turner@sgscol.ac.uk or Lindsay.Driver-Dickerson@sgscol.ac.uk

Name:	Which campus do you study at? <small>Please circle</small>	
	Filton / Queens Road / Stroud / WISE / Berkeley / Other	
Who is your tutor? (if appropriate):	Which course are you on? (if appropriate):	Date and time of complaint:
What is your phone number?	What is your email address or home address? (if appropriate):	
Who is/was involved?		
What happened? (If you need more space to write, please use the other side of this paper)		
Have you been able to speak to a member of staff about your complaint? If yes who was it?		
How would you like your complaint to be resolved?		
Date:	Signature:	

Quality/Finance Office use only			
<i>Received By:</i>		<i>Date Received:</i>	
<i>Date Received by Quality /Finance:</i>		<i>Ref No:</i>	

Appendix 2: Compliment/Concern/issue/Complaints Flowcharts





Appendix 3: Tell us card

Actual document for staff access is available on SharePoint (Data Hub > Useful Documents)



Tell Us!
Compliments and Suggestions

Help us to identify good practice and continually improve our service.
Tell us what we are doing right or comment on suggested solutions to problems. They are all most welcome.

Comments:

Thank you very much for your comments. If you would like an acknowledgement, please complete your details below and leave the card at Reception. It will be passed on to the Quality Office.

Name: _____ Telephone: _____

Address: _____

Course (if applicable): _____

If you wish to make a formal complaint, please collect a Concern/Issue Flowchart and Formal Complaints Form from Reception.

Complaints Office Use Only	
Received	Action
Copied to	
Ack	
Ref	