



Complaints Policy



1. Introduction

- 1.1. The College aims to provide a high quality of service to students and to their parents / carers. If you are concerned or worried about the quality of this service in any area, for example, in the teaching, learning and support your son / daughter is experiencing, please let us know. You have the right to an open and fair Complaints Procedure. If you do have a concern or a worry, please follow the Complaints Procedure set out below. It is designed to ensure that all complaints are considered in a fair, consistent and timely manner.
- 1.2. If you are a student at the College, there are people in College who can help and support you with a complaint, including your Progress Tutor, the Safeguarding Team, or the Senior Leadership Team. At any stage, your parents / carers or advocates are welcome to be involved, or to attend a meeting with you, as may be necessary, in order to fully address your complaint.
- 1.3. College staff will do their very best to help you to resolve your complaint informally. You will receive advice about possible informal resolutions to your concern or worry, and the member of staff will discuss these with you thoroughly, before an agreed course of action is taken. They will also help you to make a formal complaint if you believe that your complaint cannot be resolved informally.

2. Complaints procedure

- 2.1. In any organisation, there are times when misunderstandings or concerns arise. We are committed to trying to resolve such concerns as quickly and effectively as possible, using the following procedure.
- 2.2. **Stage 1** (Informal)

Where appropriate, you should talk to the person with whom the concern has arisen. Often concerns can be resolved informally, when time is taken to talk through the concern. If, however, you do not feel confident in taking this face to face direct approach, please contact your son / daughter's Progress Tutor / your Progress Tutor, who will attempt to resolve the concern informally on your behalf. If your concern is satisfactorily resolved informally at Stage 1, there will be no record kept of your concern.

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If, however, you do not want to try to resolve your concern informally, or you feel that your concern has not been resolved informally to your satisfaction at Stage 1, you should proceed to Stage 2 (Formal).

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2.3. **Stage 2** (Formal)

If you do not want to attempt to resolve your concern informally, or you are not satisfied with the informal resolution at Stage 1, please send a formal written complaint by post to;

The Executive Assistant, Huddersfield New College, New Hey Road, Huddersfield, HD3 4GL.

Your complaint can be dealt with more effectively if you provide as much detail as possible about the nature of the issue and any communication that you have already had with the College.

You will receive an initial response acknowledging your formal written complaint within 48 working hours of receipt, this may be via a telephone call. This initial response will also inform you who the Lead Manager for your complaint is and provide you with their contact details. The Lead Manager will be your point of contact with the College throughout the duration of your complaint at Stage 2. As part of an investigation it may be appropriate at this stage to invite you to a meeting to discuss your complaint.

Your formal written complaint will be investigated fully, and the findings reported to you in writing, within 10 working days of receipt of your complaint.

2.4. **Stage 3**

If you are not satisfied with the response received at Stage 2, you may appeal to the Principal. Your appeal should be in writing, sent to the same contact as outlined in Stage 2, and received by the College within 10 working days of formal written receipt of the outcome at Stage 2. The Principal will review the substance of your appeal and will respond in writing with a final decision within 10 days of receipt of your appeal letter. There is no right of appeal against this final decision.

2.5. **Stage 4**

As stated above the decision of the Principal is final and not open to appeal. You may contact the Chair of the Corporation, by writing to the Clerk of the Corporation at the College address, if you believe that the Complaints policy has not been followed correctly. A representative of the Corporation (nominated by the Chair) will investigate your complaint that due process has not been followed and will respond in writing their findings within 10 working days of your letter.

Records are kept of all formal written complaints, in order to learn from, and to try to prevent, any future similar complaints about our service.

2.6. **Stage 5**

If your complaint relates to qualifications and you are not satisfied that the College has resolved your complaint, you can contact the appropriate exam board. Each exam board specify that the

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centre (College) is best placed to investigate and liaise on appropriate actions but will address complaints if this avenue has been exhausted

The contact details of the exam boards we work with are;

AQA complaints@qa.org.uk

EDEXCEL <https://qualifications.pearson.com/en/contact-us/students.html>

WJEC Complaints@wjec.co.uk

OCR complaints@ocr.org.uk

CACHE info@cache.org.uk

NCFE learnerenquiries@ncfe.org.uk

Foundation Degree in Sport and Exercise Science (in partnership with The University of Central Lancashire)

For Higher Education students, who are dissatisfied with the outcome of the complaint and have exhausted this complaint process, options are available to seek resolution through further levels of investigation. For service related complaints please contact the Office of the Independent Adjudicator <https://www.oiahe.org.uk/>

For quality of learning complaints, please contact UCLan directly https://www.uclan.ac.uk/corporate_information/complaints-procedure.php

3. Review of Policy and communication

The Senior Leadership Team own this policy. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the College website.

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1	November 2011	Helen Smithson		SMT Feb 2011	
2	November 2015	Sonia Ross / Peter Kennedy	Policy Review	SLT December 2015	September 2017
3	November 2017	Sonia Ross / Peter Kennedy	Policy Review	SLT December 2017	September 2019
4	September 2018	Sonia Ross	Policy Review	SLT September 2018	September 2021
5	February 2019	Lee Goddard	Policy Review	SLT March 2019	March 2020

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6	March 2020	Lee Goddard	Policy Review	SLT March 2020	March 2021
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4. Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Complaints
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly indicate the process of making complaints to the College.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Vice principal and Assistant Principal – Student Support have worked together and the document has been discussed at SLT. Previous involvement from students and parents have informed process.
4. Who is affected by the policy?	HNC staff / students / parents and carers
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all complaints received by the College. The policy will be reviewed annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made)
Disability	Positive Impact	The policy allows all students / parents / carers to address issues where they feel the service has not been to a satisfactory standard.	N/A
Gender reassignment	Positive Impact	As explained for disability	
Marriage or civil partnership	Positive Impact	As explained for disability	
Pregnancy and maternity	Positive Impact	As explained for disability	
Race	Positive Impact	As explained for disability	

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Religion or belief	Positive Impact	As explained for disability	
Sexual orientation	Positive Impact	As explained for disability	
Sex (gender)	Positive Impact	As explained for disability	
Age	Positive Impact	As explained for disability	