



## **Complaint Handling Procedure Annual Report 2021-22**

### **Contents**

Section 1 Introduction and overview

Section 2 Key Performance Indicators:

- Indicator 1 - Learning from complaints
- Indicator 2 - The total number of complaints received
- Indicator 3 - The number and % of complaints at each stage which were closed within the set timescales of five and 20 working days
- Indicator 4 - The average time in working days for a full response to complaints at each stage
- Indicator 5 - The outcome of complaints at each stage
- Indicator 6 - Raising awareness
- Indicator 7 - Staff training in complaint handling
- Indicator 8 - Customer satisfaction

Section 3 SPSO

Appendix 1 - Complaints by category

Appendix 2 - Complaints by sub-category

Published: November 2022

## **Section 1 Introduction and overview**

Whilst Glasgow Clyde College always aims to provide the highest possible quality of service, we recognise that there are times when we do not meet the expectations of our customers. The College welcomes complaints as they can provide information that helps us to learn and improve the way our services are delivered. We regard a complaint as any expression of dissatisfaction, by one or more individuals, about our action or lack of action, or about the standard of service provided by us, or on our behalf

We try to resolve complaints to the satisfaction of the customer wherever possible. Where this isn't possible, complainants are provided with a clear response on their complaint. We try to respond as quickly as we can and, on the spot, where possible. Not every complaint is resolved to the satisfaction of the customer, but they are all addressed.

Our complaints process provides two opportunities to resolve (close) complaints internally – Early Resolution and Investigation.

**Early Resolution (Stage 1)** aims to resolve straightforward complaints at the earliest opportunity, as close to the point of service delivery as possible. Any member of staff can deal with complaints at this stage by having a face-to-face discussion with the person or asking an appropriate member of staff to deal directly with the complaint. In either case, the complaint may be settled by providing an on-the-spot apology where appropriate, or explaining why the issue occurred and, where possible, what will be done to stop this happening again. Most complaints received by Glasgow Clyde College are handled at this stage.

Complaints are escalated to **Investigation stage (Stage 2)** when Early Resolution was not possible, and the complainant remained dissatisfied. Complaints are also handled directly at Stage 2, without first attempting Early Resolution, when the issues raised are complex and clearly require detailed investigation; or the complaint relates to serious, high-risk or high-profile issues.

Following completion of our internal process, if a complainant remains dissatisfied, they can ask the SPSO or one of our awarding bodies to consider their complaint further, and we advise them of this right.

The 2021-22 reporting period provides the ninth full year of data under SPSO's MCHP for the FE sector. This report provides information on:

- how we learned and made improvements as a result of considering the complaints we received;
- the number of complaints we received;
- at what stage we dealt with complaints;
- the time taken to deal with complaints; and
- the outcome of complaints.

It also provides some information on how we raise awareness of our CHP, how we provide staff training in complaint handling and how satisfied our customers were with how their complaint was handled.

## **Section 2 Key Performance Indicators**

### **Indicator 1 - Learning from complaints**

Monitoring complaints information and the preparation and sharing of regular reports, including monthly and quarterly updates to members of the Senior Leadership Team as well as this annual report, helps to provide Glasgow Clyde College, and the public, with information on how complaints are handled and used to identify learning.

Glasgow Clyde College uses six main categories (split into 30 further sub-categories) when recording complaints. Appendices 1 and 2 of this report provide further detail on the volume of complaints recorded in each category/sub-category.

The following summarises lessons learned, improvements made, and actions taken as a result of complaints received in each category/sub-category.

#### **C1 Customer Care**

During 2021-22 there were **28** complaints in this category compared to **21** during 2020-21. Learning and actions taken were as follows:

A **Diversity and Equality** concern was raised by a parent who was unhappy that their dependent was not allowed their Support Worker in class with them during a lesson. Investigation ascertained that the Support Worker was positioned outside the classroom for Covid safety reasons, due to room capacity. It was agreed that this was an error, as students should be allowed to have their Support Workers with them at all times, and it was acknowledged that instead an alternative room should have been found to enable a safe teaching environment whilst ensuring relevant support for the student. The Curriculum Manager subsequently met with all members of the team and clarified that Support Workers must be able to remain with students at all times to ensure that they are fully supported.

A College neighbour made an **Environmental** complaint regarding the noise generated when Anniesland Campus gates are opened at 4.45am. The issue was discussed with key holders, and they acknowledged that they were responsible, unwittingly, for creating an unacceptable level of noise. It was agreed that in the future, engines would be switched off and audio from vehicles silenced when arriving to open the College. In addition reminders were sent to all subcontractors and suppliers regarding noise when accessing the College grounds.

A number of **Staff Conduct** complaints were raised by students for reasons including; tone and manner used, feeling singled out/being treated differently, inappropriate comments, lack of professionalism, being made to feel undermined, failure to respond to communications, being challenged regarding mask wearing and staff chatting noisily about nonstudent related issues in the library. Each situation was addressed accordingly, with relevant actions taken including apologies where appropriate, relevant staff being reminded about their tone and use of inappropriate comments/language, as well as general staff development in communication style and customer care. There was also commitment to gathering ongoing feedback from students/class groups, where applicable, to ensure that situations had improved.

## **C1 Customer Care continued**

A complaint was raised in the **Student Conduct** category from a learner who was unhappy with the conduct of a fellow student. As a result of the investigation, the offending student was subject to formal disciplinary action, and communication was blocked on their college Teams, Email and Canvas accounts, to prevent them from contacting the complainant. Similarly another complainant was unhappy with the actions of a group of students towards them. Although this complaint was not upheld, the College did contact the landlord of the student accommodation and provided links to three anti-bullying posters from 'Respect Me Scotland' to display throughout the accommodation, as a general reminder about appropriate behaviour. A Student Conduct complaint was received from a College neighbour, concerned with student vehicles speeding around the streets in the vicinity of the Anniesland campus. All students were contacted by the Student Association GCCSA, to remind them of their responsibility to be mindful of local residents, and to act in a safe and respectful manner at all times, especially in relation to road safety.

The remaining complaint in the Customer Care category was subcategorised under **Others** and related to advice given to a student by their lecturer, to consider transferring to part time study due to their ongoing struggles to keep up with the demands of the full time programme. Discussion with the complainant helped their understanding that the advice was given in their best interests, and it was agreed that part time study would be the most suitable option for the remainder of the academic year. The complainant was subsequently supported with organising their funding to enable them to continue on a part time basis.

## **C2 Application, Admission and Progression**

In session 2021-22, Glasgow Clyde College handled 25,490 applications for the August 2021 intake and a further 3,569 for January 2022 commencing programmes. There were 10 complaints received in the **Applications, Admission and Progression** category.

Seven of the complaints recorded were in the **Application, Admission, Interview, Enrolment and Induction** sub-category as follows:

One applicant did not get a place on their chosen course due to their behaviour during a two week trial period. It was explained to the complainant that staff had outlined the behaviours which were not acceptable, the reasons why the behaviours were not acceptable, and that behaviour would be considered when offering places on to the course. The applicant was advised that as they demonstrated continued unacceptable behaviour, they were not offered a place on the course.

One complainant was unhappy that their unconditional offer appeared to be withdrawn, however it was explained to the applicant that the unconditional offer was not being withdrawn, instead an alternative, more suitable course was being suggested to ensure the correct level of support would be available to them. The applicant subsequently attended a meeting to discuss their options and decided on which programme to progress.

## **C2 Application, Admission and Progression continued**

A few complaints were received from applicants to a very popular, oversubscribed course and none were upheld because it was established that due process had been followed in handling their applications. However as a result of the popularity of this programme, it was agreed that the College would investigate the potential of offering the course commercially to increase the number of available places.

One applicant complained that they had attended their scheduled online interview, however the interviewer had failed to show up. The applicant was subsequently sent another interview, but for a waiting list place instead of a confirmed place. Investigation established that there had been a breakdown in communication between the Faculty and the Admissions teams resulting in the mix-up, therefore a further interview for a confirmed place on the course was offered to the applicant. Another complainant was unhappy that they had not heard the outcome of their interview after six weeks and it was ascertained that the applicant had been placed on the waiting list, but human error meant they had not been advised of this outcome. The applicant was immediately notified, and an apology was offered for the delay. Administrative error also led to an applicant being sent a 'did not attend' interview email rather than an 'unsuccessful' interview email. An apology was offered for the confusion caused and a full explanation was provided on why the applicant had been unsuccessful.

The remaining complaints in this category were in the **Progression, Articulation and Withdrawal** subcategory and all three were from learners who had issues with progression to the next level of their course. In one instance, the complainant felt they were not told until the end of the course that there had been concerns regarding their ability to progress, however it was demonstrated that concerns had been raised with the learner as early in the academic year as November 2021. It was further demonstrated that all students had been advised that every aspect of their performance was being graded and that that a grade profile would be completed by staff at the end of the course, in order to ensure fairness when allocating places at the next level. In the other two cases, the complainants stated that they had been verbally advised that progression to Level 2 of their course was guaranteed upon successful completion of Level 1, but that not all students were being allowed to progress, despite successfully completing the required Level 1 qualification. Whilst it was refuted that staff had verbally guaranteed anyone progression, the demand for the course was sufficient that the Faculty was able to include an additional course in their portfolio, to ensure they could accommodate all requests for progression to Level 2.

## **C3 Course Related**

Complaints in the **Course Related** category accounted for a significant number of the complaints received during 2021-22, with **40** complaints handled. Five complaints were subcategorised within **Learning and Teaching** for reasons including lack of face to face teaching, poor quality teaching/methodology, and poor content. Whilst not all of these complaints were upheld, actions put in place to make improvements included employing regular group sessions and breakout rooms, as well as increased one to one feedback when online learning was essential, increasing the quantity and quality of the interactive tasks and activities included in the course, and providing a lecturer with additional training on classroom essentials and lesson planning.

### **C3 Course Related continued**

The majority of Course Related complaints responded to, concerned **Course Management**, with 30 complaints handled.

One Course Management complaint resulted from a lack of due diligence in ensuring that all mandatory units were included in an infill student's offering, meaning that they did not achieve the full HND group award, thus jeopardising their place at University. The Curriculum Manager negotiated an agreement with the University to enable the student to commence their degree programme, by enrolling them on the outstanding unit to be completed, on a fast track basis.

One complainant was unhappy with disorganisation of one of their online classes, providing examples such as the lecturer not scheduling meetings on student Teams calendars; instead waiting until the last minute to send out meeting invites, as well as starting classes late and finishing early. Investigation identified that the lecturer was experiencing technical problems working remotely, so to resolve the complaint, face to face teaching was reinstated for this subject and an investigation commenced into the ongoing technical barriers being experienced by the lecturer.

Another complainant was dissatisfied with the overall organisation of their course, for reasons including poor management, dragged out/rushed through classes, lecturer tardiness, lecturer unpreparedness, too much online learning and poor communication. It was agreed that the team would review available resources to ensure they were fit for purpose and that they would evaluate how much time is assigned to the teaching of each unit, to ensure that classes did not feel either dragged out or too rushed. It was also agreed that the team would be working to improve their communications going forward.

A group of complainants were unhappy with the overall management of their programme following a long term period of lecturer absence; believing that their performance in their external examination suffered as a result. Issues highlighted included cancellation of classes, a number of changes of lecturer meaning the entire course content was not covered, prelims not being marked, very little extra help or feedback – particularly for students with extended learning support needs, as well as poor communication about the constant changes. It was explained to the complainants that the absence was unforeseen and that the Curriculum Manager had ensured that all classes were covered, albeit not always by the same individual. When it was confirmed that the lecturer would not return before the end of the academic year, a permanent replacement lecturer was put in place. The replacement lecturer subsequently offered additional classes and an additional prelim, as well as two weeks of free Easter revision classes. It was also confirmed that the department were committed to working harder to ensure clearer communication in any future instances of staff absence.

### **C3 Course Related continued**

A further group of complainants were unhappy with the overall organisation of their course; stating it was disorganised and poorly managed for reasons such as the lecturer not being prepared with enough resources for each class, confusion over the duration of the course and whether classes would be running, misinformation about what would be covered in the exam, no mock exams and finally disorganisation of the final exam. The Curriculum and Quality Leader reassured complainants that their feedback would be used to ensure that such issues did not arise again in the future, and also provided reassurance that the College adopts a stringent Internal Verification Procedure, hence their assessment evidence had been reviewed by an experienced verifier, and that there was no doubt they had each achieved the performance criteria required for the qualification. The Curriculum and Quality Leader also committed to arranging four supplementary lessons for the class group, to ensure that those who did not feel confident in the subject, would be able to gain some practical experience.

A complainant was unhappy with poor organisation, communication and the eventual cancellation of a leisure course on which they had enrolled. The customer received an apology, a refund of course fees and a free place on one of the College's future leisure courses.

A complaint in the Course Management subcategory related to lack of information provided on the start date/curriculum, for a day release programme. Investigation revealed that the student had been mistakenly omitted from the distribution list for the class group, meaning that they had missed several weeks of teaching. The Curriculum Manager acted quickly to put in place an enhanced timetable which would enable the learner to catch up with missed classes. Similarly another complainant was unhappy that they had been mistakenly advised that their course would not commence until October 2021 due to modifications being put in place as a result of Covid restrictions. When the student contacted the College in October to request information on the start date and timetable, they were informed that the course had actually started in August 2021, therefore they had missed the first half of Block 1. When it was realised that the student had missed several weeks of teaching, a timetable was generated for classes commencing Block 2 and the student was provided with one to one tuition and given the opportunity to attend additional classes to enable them to catch up on the missed work from Block 1. In addition, the student was given a partial refund of course fees due to the poor level of service.

A learner complained that they were unhappy with the time commitment required for part time study, stating that it felt more like a full time course. In order to resolve this, the student's course enrolment was transferred to an alternative campus, closer to their home, thus reducing travel time, which was a satisfactory resolution for them.

A few learners complained that they were unhappy with the decision to change their College days next academic year from those originally mooted. It was explained to the students that whilst there were preferences expressed and potential timetables suggested for next academic year, College days could not be guaranteed that far in advance - as staffing, course content and delivery patterns are all subject to change. The Curriculum Manager committed to arranging some talks for any learners who were concerned about how they would manage financially, should they be required to attend College more days than they had anticipated.

### **C3 Course Related continued**

A number of complaints came from a group of HND students who were advised that Year 2 of their programme would be delivered at an alternate campus. It was explained to the complainants that due to high rates of withdrawal during Year 1, delivery of the second year with only eight students would not be viable, therefore the decision to relocate Year 2 was taken to enable all students wishing to progress to HND, a reasonable and viable alternative opportunity. A number of measures were put in place to support the students including an extended induction to ensure they would have the opportunity to meet and get to know their new classmates before the start of the course, smart timetabling to minimise additional travel time and the offer of potential transfer to another College (led by the Curriculum Manager), where another College was deemed a more suitable option.

One complaint resulted from a student's withdrawal date being wrongly recorded, leading to issues with SAAS. It was explained to the student that the Curriculum Manager dated the withdrawal November 2021 to ensure the student could preserve their SAAS funding for use in another year of study. However as the student had medical certificates covering the academic year and expressed a wish for the date of withdrawal to be amended to June 2022, this was corrected as requested.

Within the **Assessment, Exams and Certification** sub-category, two complaints were received. One complaint was from a student who did not gain a full HND qualification due to not achieving the 30 credits required for the award. The student felt that his previous qualifications could be used to provide full credit transfer for the missing units, however investigation established that this was not the case. In order to support the student, the Curriculum Manager agreed to review all previously completed qualifications and carry out a mapping exercise to establish whether some of the required units could be awarded using past achievements. In addition, it was agreed that following the mapping exercise, a timetable could be generated to allow the student to infill into as many classes as required to complete the outstanding units.

The other complaint was raised by a student who was unhappy with lack of assessment feedback. Following investigation it was accepted that there had been a breakdown in communication regarding provision of assessment results and feedback, and that the College's procedure regarding this had not been adhered to. This was immediately rectified with students receiving feedback. In addition, staff were reminded of the importance of timely feedback and communication to all students.

Three of the Course Related complaints fell into the **Others** subcategory; one from a complainant who was unhappy with communication, as they could not reach anyone to enable them to pay fees. It was ascertained that the complainant had been sent full instructions for paying course fees with their offer of place, however the course administrator followed up with the complainant to ensure that they understood the instructions they had been sent. Another complaint was from the parent of a student who had been suspended, regarding the manner in which the disciplinary incident had been handled. Investigation confirmed that due process had been followed in suspending the learner pending investigation, and this was explained to the complainant with no further action required. The remaining complaint in the Others subcategory was from a student who was unable to undertake a placement opportunity due to an issue identified by Disclosure Scotland. It was explained to the learner that the College did not have the power overturn the decision of our regulated partner placement providers in not accepting their placement request.

## **Category 4 Services**

A class representative raised a **Funding and Bursary** complaint on behalf of some fellow students who had not yet received their bursary or laptops. It was explained that whilst the Student Awards department had experienced a backlog of Bursary applications due to forms being submitted after the start date of the course, where forms had been submitted on time with the correct supporting documentation, that award decisions were turned around within four weeks. It was also confirmed that there had been no backlog of applications for laptop devices. The class representative was asked to share this information with the class group and to urge any individual students who were still experiencing issues, to contact the Student Funding department to have their specific cases investigated and resolved.

Another complaint in the Funding and Bursary subcategory was from a student who was unhappy to be asked to pay international fees when they had been told by their interviewer that they would be fully funded by SAAS. When SAAS subsequently refused funding, the complainant was asked by the College to pay £6000. Investigation concluded that there had been some confusion regarding the student's length of residence during the interview, and it was only later clarified that the student had lived in the UK for 2 years and 10 months; marginally short of the 3 years required by SAAS. Based on the confusion with residency status and as a gesture of goodwill, it was concluded that the student would be charged UK fee rate of £1285.

A complaint was received in the **Library and Learning Technology** subcategory from a student who expressed dissatisfaction with the opening hours of the College Library. It was clarified that a limited service was in operation as a result of the Covid pandemic, and that there was not sufficient demand for extended library services at that time. The student was reassured that levels of engagement with library services would be continually monitored and reviewed, and that it was anticipated as the challenges of the pandemic eased, the College would extend the library service.

The remaining complaint in this category, which was subcategorised within **Others** was from a student who was unhappy with advice provided by College staff which led to them paying the higher fee rate in academic session 2019-20. The complainant believes they should not have been classed as an international student; instead as a UK citizen due to them having completed some of their early education in Scotland. This complaint was not upheld as investigation concluded that the student regularly moved between Scotland and Pakistan and was unable to provide evidence of having been normally resident in Scotland during the requisite period preceding application to the course. It was also clarified that even though the complainant felt they may be able to present evidence retrospectively, the College could not accept documentation presented in 2021 for a residency claim relating to 2019.

## **Category 5 Facilities**

There were two complaints in the **Maintenance, Lifts and Car Parking** subcategory from complainants unhappy with car parking at Langside Campus. It was confirmed to the complainants that all students had been advised by the Student Association at the start of term that parking would be restricted, due to increased campus occupancy following Covid. It was agreed that parking had been an issue as a result of the greater number of people on campus, and that there had been issues with individuals using disabled bays incorrectly and blocking Fire Service access paths, and it was confirmed that parking would continue to be monitored to ensure safety for all. Reminders were also issued to all students and staff around considerate parking.

## **Category 6 Others**

All 19 complaints in the **Others** category related to lecturing staff industrial action and all besides one were upheld on account of the complainants having missed teaching during their scheduled teaching slots. It was explained to all complainants that the industrial action was being taken as the result of a national dispute, therefore Glasgow Clyde College management could do nothing locally to avert the action. All complainants were given reassurance that staff would work to minimise the impact, and deal with any outstanding teaching or assessment issues once the strike was over.

The complaint which was not upheld was from a learner who indicated they had 'learned nothing' in one class due to industrial action. From investigation and following discussion with the rest of the class group, it was ascertained that the majority of scheduled classes had taken place as planned, and that where classes had not gone ahead, sessions had been recorded and made available through Microsoft Teams, to ensure learning could continue successfully. The other students in the class group felt there had been sufficient material provided to give them a clear understanding of what was expected, and how to move forward. As such, there was not enough evidence to suggest that the complainant to had 'learned nothing' due to industrial action.

## **Indicator 2 - The total number of complaints received**

Glasgow Clyde College considered a total of 103 complaints during the period 1 August 2021 to 31 July 2022 as follows:

	<b>Number</b>	<b>%</b>
Stage 1	77	74.7%
Stage 2	14	13.6%
Escalation	12	11.7%

The figures above show an increase in the total number of complaints received, with 103 compared to 81 complaints handled during 2020-21. Stage 1 complaints accounted for 74.7% of overall complaints closed, which is a slight decrease on 77.8% handled at Stage 1 during the previous academic year. 13.6% of complaints received were handled directly at Stage 2, which is marginally down on the 16.0% dealt with at this stage during 2020-21, however the largest difference was in the number of complaints escalated, which increased from 6.2% in 2020-21 to 11.7% this academic year. It should be noted that a number of complaints had to be escalated due to them being received at the start of the period of academic staff summer leave.

## **Indicator 3 - The number and % of complaints at each stage, which were closed within the set timescales of five and 20 working days**

	<b>Number</b>	<b>%</b>
Stage 1 complaints closed within 5 working days	65	84.4%
Stage 1 complaints not closed with 5 working days	12	15.6%
Stage 2 complaints closed within 20 working days	12	85.7%
Stage 2 complaints not closed within 20 working days	2	14.3%
Escalated complaints closed within 20 working days	1	8.3%
Escalated complaints not closed within 20 working days	11	91.7%

65 of the 77 complaints handled at Stage 1 were closed within five working days, equating to 84.4% which is marginally better than last academic year, where 82.5% of complaints handled at Stage 1 were closed within the set timescale. 85.7% of complaints handled at Stage 2 met the 20 day target, which again shows a very slight improvement compared with last year's 84.5%.

However, only one of the 12 Escalated complaints was responded to within 20 working days. Again it should be noted that the 11 complaints not responded to within the 20 day target were received near the end of the academic year and were unable to be fully investigated until staff returned from summer leave, meaning the number of days of teaching staff leave was included within the final number of days taken.

**Indicator 4 - The average time in working days for a full response to complaints at each stage**

	Working days	Working days
Stage 1	262	3.4
Stage 2	236	19.7
Escalated	575	47.9

There was a decrease in the average length of time taken to close Stage 1 complaints, from 3.7 working days to 3.4, which falls within SPSO's target timescale of five working days. The average Stage 2 response time also fell within SPSO's 20 day target, at 19.7 days. However, escalated complaints took on average 47.9 working days to close during 2021-22, which is well outside SPSO's 20 day target. This was due to 11 of the 12 escalated complaints being received at the end of the academic year, meaning that extensions had to be applied due to the period of lecturing staff academic leave.

**Indicator 5 - The outcome of complaints at each stage**

	Number	%
Complaints Resolved at Stage 1	29	37.7%
Complaints Upheld at Stage 1	28	36.3%
Complaints Not Upheld at Stage 1	20	26.0%
Complaints Resolved at Stage 2	0	0.0%
Complaints Upheld at Stage 2	1	7.1%
Complaints Not Upheld at Stage 2	13	92.9%
Complaints Resolved after Escalation	1	8.3%
Complaints Upheld after Escalation	7	58.4%
Complaints Not Upheld after Escalation	4	33.3%
Complaints Resolved at all stages	30	29.1%
Complaints Upheld at all stages	36	35.0%
Complaints Not Upheld at all stages	37	35.9%

It is not possible to make a direct comparison with last year's statistics on the outcome of complaints at each stage, due to the Resolved category being introduced in April 2021, which was mid reporting cycle, however there were significantly more complaints Resolved in 2021-22 compared with 2020-21, which shows that the Resolved category is both welcome, and being well used.

## **Indicator 6 - Raising awareness**

To raise awareness of the Complaints Handling Procedure, some of the actions taken during 2021-22 were:

- Including the CHP as a mandatory element of both the Staff and Student Induction programmes.
- Promoting the CHP via email, the VLE platform (Canvas) and the College's public website.

The CHP will continue to be promoted to all staff, students and members of the public to ensure that awareness is raised.

## **Indicator 7 - Staff training in complaint handling**

Staff training on handling complaints is a fundamental principle of SPSO's MCHPs and all Glasgow Clyde College employees are required to participate in an online training module via Canvas. This training forms part of all new staff inductions and is regularly promoted and monitored.

## **Indicator 8 - Customer satisfaction with the complaints process**

The College welcomes feedback on the handling of complaints, and requests feedback from complainants regarding their satisfaction with the process, via a follow up survey after the complaint has been closed out. In 2021-22 there were 21 responses received to surveys emailed (20% of complainants). From these responses:

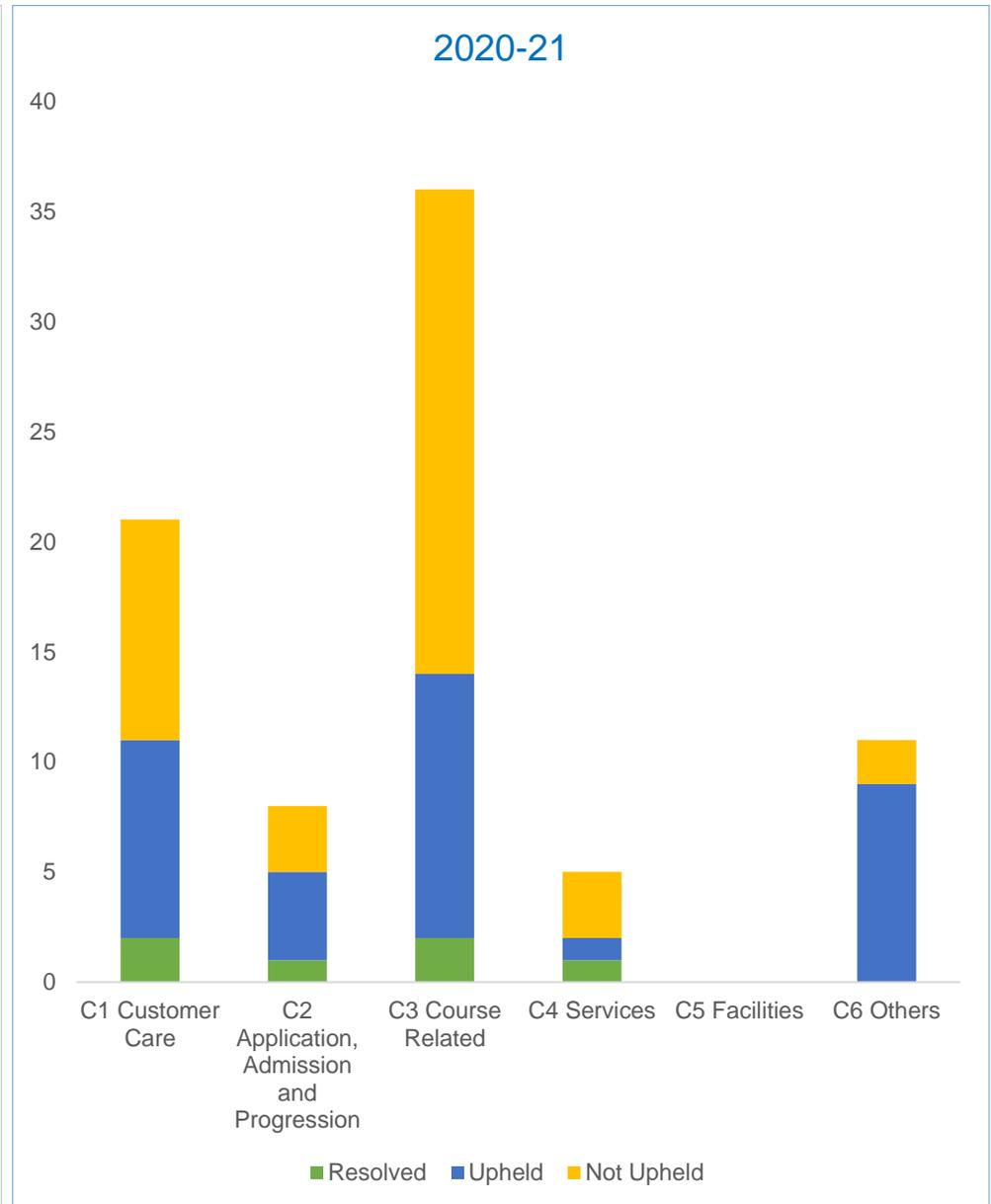
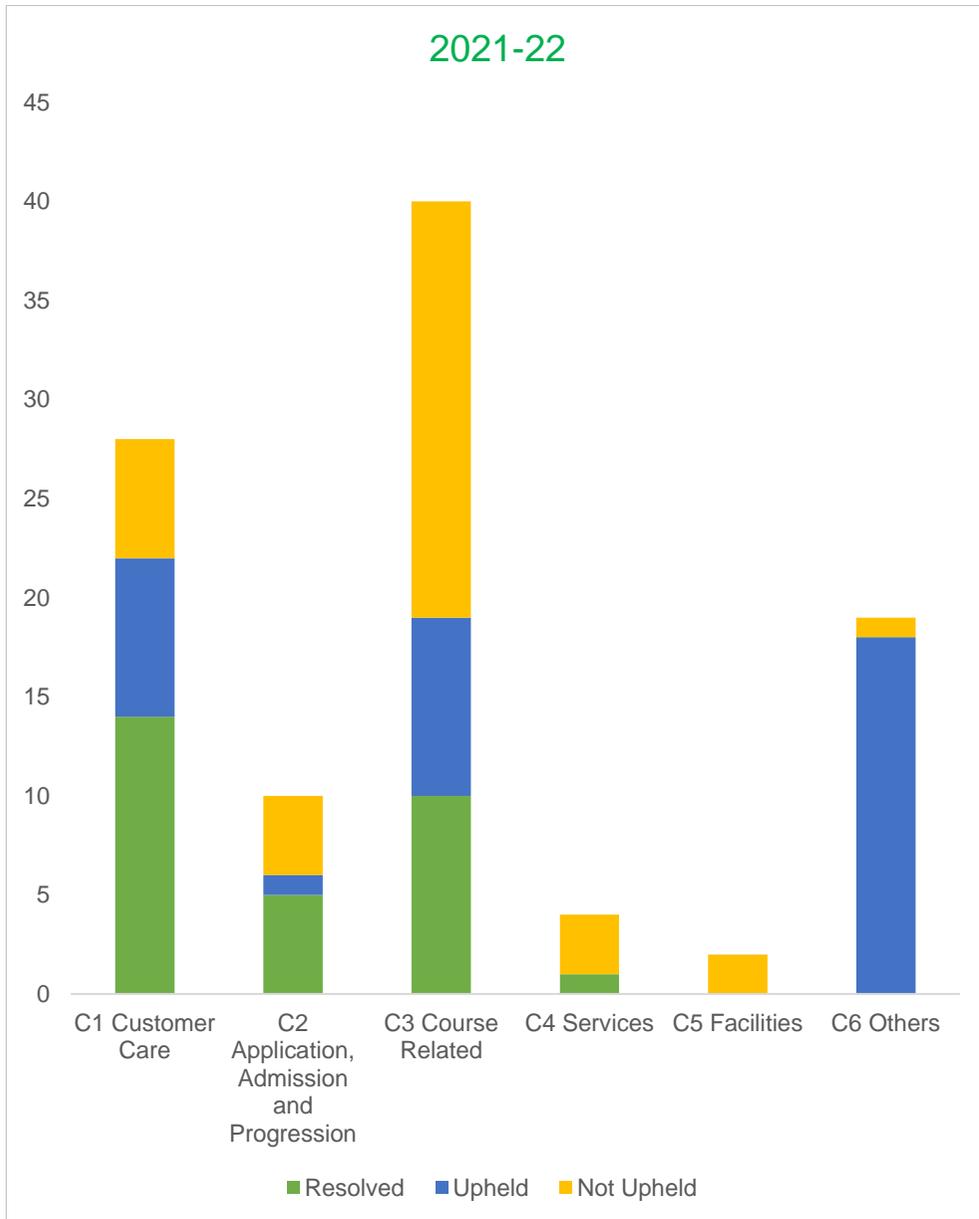
- 81% found it 'easy to get information about how to make a complaint'
- 81% found it 'easy to make their complaint'
- 76% felt that their 'complaint was taken seriously'
- 71% felt that their 'complaint was properly investigated'
- 76% felt that 'the response received addressed the content of the complaint'
- 81% agreed that they were 'happy with the time taken to respond to the complaint'
- 86% felt that they were 'dealt with courteously at all times'

The responses received show that most complainants were satisfied with the handling of their complaint, however, there are still improvements to be made, particularly in relation to ensuring that complainants feel they are being provided with a full and thorough response, which addresses all aspects of their complaint.

### **Section 3 - SPSO**

SPSO informed Glasgow Clyde College that they had been asked to review one complaint handled by us during the 2021-22 academic year. SPSO did not take the complaint further, as they considered our response to be clear and reasonable, and they felt that that the actions taken to address the points raised were appropriate.

**Appendix 1 - Complaints by Category – 2021-22 vs 2020-21**



## Appendix 2 - Complaints by Sub-category – 2021-22

