

Complaints Handling Procedure 2024-25 Quarter 4 Report

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Complaints Handling Procedure Quarterly Report

1. Introduction

This is the fourth and final Complaints Handling Procedure Quarterly Report of 2024-25 Academic Year, and it considers data relating to complaints received within the period 1 May - 31 July 2025.

2. Performance Indicators 1 May - 31 July 2025 (vs 1 May - 31 July 2024)

Total number of complaints received	2024-25		2023-24	
Number of complaints received	19		19	
Number of complaints closed at each stage and as a % of all complaints closed				
Number of complaints closed at Stage 1 and % of total closed	15	78.9%	14	73.7%
Number of complaints closed at Stage 2 and % of total closed	3	15.8%	5	26.3%
Number of complaints closed after Escalation and % of total closed	1	17.2%	0	0.0%
No. of complaints resolved, upheld, partially upheld and not upheld at each stage of all complaints closed				
Stage 1				
Number and % of complaints resolved at Stage 1	8	53.3%	3	21.4%
Number and % of complaints upheld at Stage 1	2	13.3%	6	42.9%
Number and % of complaints partially upheld at Stage 1	1	6.7%	0	0.0%
Number and % of complaints not upheld at Stage 1	4	26.7%	5	35.7%
Stage 2				
Number and % of complaints resolved at Stage 2	1	33.3%	3	60.0%
Number and % of complaints upheld at Stage 2	1	33.3%	1	20.0%
Number and % of complaints partially upheld at Stage 2	1	33.3%	0	0.0%
Number and % of complaints not upheld at Stage 2	0	0.0%	1	20.0%
Escalated				
Number and % of complaints resolved after Escalation	0	0.0%	0	0.0%
Number and % of complaints upheld after Escalation	0	0.0%	0	0.0%
Number and % of complaints partially upheld after Escalation	0	0.0%	0	0.0%
Number and % of complaints not upheld after Escalation	1	100.0%	0	0.0%

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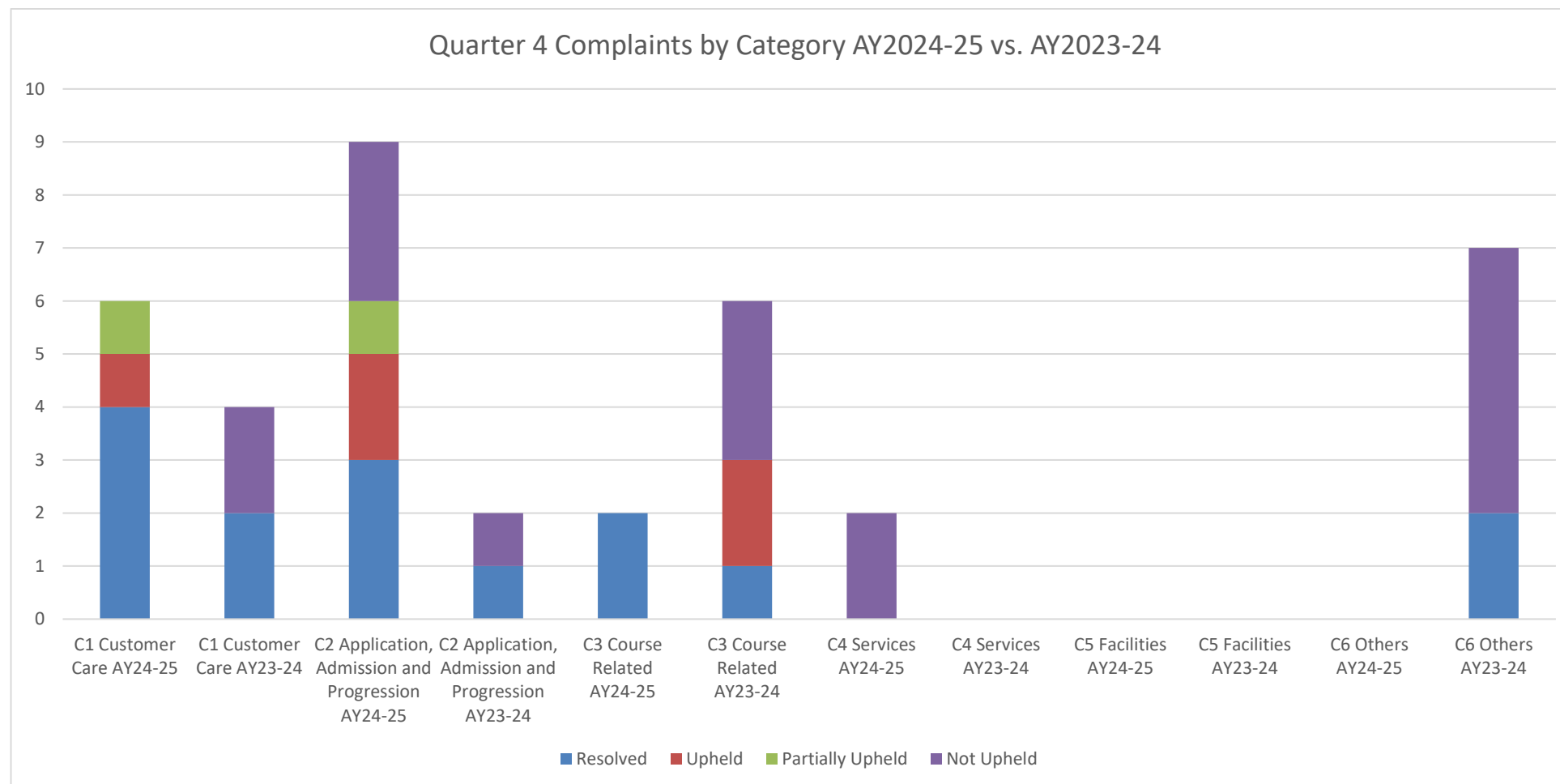
Total working days and average time in working days to close complaints at each stage	2024-25		2023-24	
Total working days and average time in working days to close complaints at Stage 1	69	4.6	38	2.7
Total working days and average time in working days to close complaints at Stage 2	53	17.7	139	27.8
Total working days and average time in working days to close complaints after Escalation	6	6.0	0	0
No. and as a % of complaints closed within set timescales at each stage				
Number and % of Stage 1 complaints closed within 5 working days	12	80.0%	13	92.9%
Number and % of Stage 1 complaints not closed with 5 working days	3	20.0%	1	7.1%
Number and % of Stage 2 complaints closed within 20 working days	1	33.3%	1	20.0%
Number and % of Stage 2 complaints not closed within 20 working days	2	66.7%	4	80.0%
Number and % of Escalated complaints closed within 20 working days	1	100.0%	0	0.0%
Number and % of Escalated complaints not closed within 20 working days	0	0.0%	0	0.0%
No. and as a % of complaints closed at each stage where extensions have been authorised				
Number and % of Stage 1 complaints closed within 10 working days (extension)	3	100.0%	1	100.0%
Number and % of Stage 1 complaints not closed within 10 working days (extension)	0	0.0%	0	0.0%
Number and % of Stage 2 complaints closed within 40 working days (extension)	2	100.0%	4	100.0%
Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%
Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%
Number and % of Escalated complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%

3. General Observations

- There were the same number of complaints handled this quarter than during the same period in 2023-24.
- Nearly half of the complaints received were Resolved, which is an improvement on last year, but also requires bettering, as Glasgow Clyde College aspires to Resolve all complaints to the satisfaction of the complainant.
- 73.7% of complaints received were responded to within the requisite timescales of 5 or 20-days, as mandated by SPSO, however three Stage 1 and two Stage 2 complaints could not be responded to within the desired 5 or 20-days mainly due to their relative complexity. All five complaints were closed within the extended 10 or 40-days requested by SPSO.

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4. Complaints by Category



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5. Actions Taken and Lessons Learned

C1 Customer Care

There were six complaints in the **Customer Care** category, four of which related to **Staff Conduct**.

In one case the complainant agreed that they were having a bad day and took out their mood on the lecturer. The student accepted that their own behaviour and timekeeping made it difficult for the lecturer to teach the subject and was happy to resolve the issue by meeting with the lecturer to clear the air. The other three complaints came from students who were unhappy with treatment by their lecturer and in each case the lecturer was asked to take on board the feedback from the complainant to improve future interactions with learners.

Two complaints in the Customer Care category highlighted **Diversity and Equality** concerns

A disabled, mature student felt that they were being discriminated against in relation to their disability and age. Following investigation, the complaint was partially upheld and actions to effect improvement included offering and promoting online EDI and Universal Design for Learning information to all staff; arranging targeted training on reasonable adjustments, the ELSA system and feedback opportunities for certain staff; investigating how to further digitise learning, teaching, and assessment materials; liaising with the Awarding Body to ensure reasonable adjustments can be made as required and appropriate; reviewing and updating pre-entry information to more strongly reflect the challenging nature of the course, its assessment requirements and commitment levels; reviewing recruitment practices to ensure that all applicants are better aware of the requirements of the course; and finally reconsidering the suitability of the existing programme and investigating courses that may be more appropriate to Glasgow Clyde College's student profile.

The other complainant felt unfairly treated in relation to how their lecturer was marking assessments. Following discussion with their Curriculum Manager, the student clarified that their feeling of disability discrimination was their own feeling and was satisfied that their efforts in class were being considered in the context of their learning difference and that their ELSA would continue to be taken into consideration as they progressed to Year 2.

C2 Application, Admission and Progression

There were nine complaints in the **Application, Admission and Progression** category.

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C2 Application, Admission and Progression continued

Seven complaints were subcategorised within **Application, Admission, Interview, Enrolment and Induction** and of these, six complainants were unhappy not to get a place on their chosen course. In four cases it was established that the applicant did not meet the entry requirements, and most were offered alternative study options. One former student was unhappy that they were not automatically offered a place on their chosen course for the 2025-26 academic year after having withdrawn from the same programme early 2024-25. It was explained to them that individuals must reapply each academic year with no guarantee of a place for those who have previously started a programme and withdrawn. One student did have their application reviewed when it was realised that there had been interviewer confusion around Higher English equivalent qualifications, therefore the applicant was subsequently offered a place. The remaining complainant was unhappy to receive a rejection email based on not attending interview, when in actual fact, they had. Investigation established an administrative error led to the wrong outcome correspondence being sent, and the applicant was reassured that the 'Did Not Attend Interview' would be removed from their record and not held against them for future applications.

The remaining two complaints related to **Progression, Articulation and Withdrawal**. One student was unhappy that they were unable to progress due to postcode restrictions associated with their chosen programme, however the Curriculum Manager contacted Glasgow University who agreed to waive the widening participation criteria, allowing the applicant to progress. The other complainant was the parent of a student who was dismissed by their employer therefore withdrawn from their course, as an apprentice cannot attend college without the sponsorship of their employer. When the College became aware of the student's employment situation, it was arranged via their Training Officer for the student to be guaranteed a place on a January start course designed to nurture skills for those who have not worked in industry. This was a satisfactory resolution for both the parent and student.

C3 Course Related

There were two complaints in the **Course Related** category with one complainant raising concerns about **Facilitated Learning and Support** due to their assessment arrangements not being in place for their Higher examination. The complainant agreed some actions to resolve their complaint, including the College writing to the SQA to outline the incident; the College requesting that SQA review invigilation practices as their existing processes are primarily designed to support school learners and do not adequately consider the needs of mature students; advising SQA that their current invigilator training and recruitment processes lack rigour; ensuring that Glasgow Clyde College staff involved with external exams are familiar with SQA guidelines on alternative assessment arrangements; and considering removing fixed finish times from invigilator green slips and instead clearly stating the total time entitlement for each student.

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C3 Course Related continued

The other Course Related complaint concerned **Assessment, Exams, Certification**, with the complainant unhappy about the organisation and marking of their graded unit. Investigation concluded that there were areas for improvement and agreed actions included the teaching team reviewing their mechanisms for communication and feedback to include greater detail in the written formats; setting out guidance for timeous and constructive feedback for each lecturer delivering on the course; showing future class groups examples of graded unit A and C grades; reminding learners about the importance of Canvas support materials; making future students aware during induction that they can contact their Curriculum Manager should they feel they are not being heard; promoting participation in student surveys; and encouraging students to engage with the College's wider Student Support Services.

C4 Services

There were two Services complaints. A **Funding, Bursary** complaint came from a parent who was unhappy with the process for supplying information to support their dependent's award. The complaint was not upheld as the requisite documentation was not provided; however the complainant was provided with information on SFC national policies, supplied with a list of essential documents and provided with face to face support to help them complete their application.

The **Other** complaint was from an MSP who was concerned about changes to Mental Health and Wellbeing Support at Glasgow Clyde College. They were reassured that whilst in-house counselling services would no longer be offered, that the College were taking a more proactive role in supporting students to better understand health and wellbeing and to focus upon early intervention. The MSP was provided with information on future service developments including projects with the Scottish Recovery Network and Change Mental Health; Dialectical Behaviour Therapy (DBT) technique training for Information and Welfare and Learning Inclusion teams; drop-in access for students to 'The Nook'; work with external partners like Men Matters to actively target those statistically most at risk of suicidal ideation; and exploration of the feasibility of installing telephone helplines to directly connect to confidential services like Breathing Space.

C5 Facilities

There were no complaints in the Facilities category in Quarter 4.

C6 Others

There were no complaints in the Others category in Quarter 4.