

A large, abstract teal graphic on the left side of the page, consisting of overlapping curved shapes that create a sense of depth and movement.

**Complaints Report
2016/2017
Quarter 1 (August-October 2016)**

Complaint Volumes

2016/2017 – Quarter 1

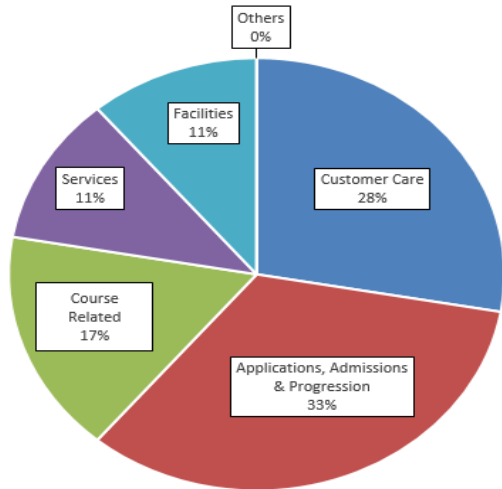
COMPLAINTS HANDLING PROCEDURE INDICATORS		Q1 2016/2017		Q1 2015/2016	
1.0	Total number of complaints received & complaints received per 100 population				
1.1	Number of complaints Received	18		26	
1.2/1a	College Population and Number of Complaints received per 100 population	9665	0.2	13256	0.2
2.0	Number of complaints closed at each stage and as a % of all complaints closed				
2.1/2a	Number of complaints closed at Stage 1 and % of total closed	13	72.2%	22	84.6%
2.2/2b	Number of complaints closed at Stage 2 and % of total closed	4	22.2%	3	11.5%
2.3/2c	Number of complaints closed after Escalation and % of total closed	1	5.6%	1	3.8%
2.4	Open	0	0.0%	0	0.0%
3.0	Number of complaints upheld, partially upheld and not upheld at each stage and as a % of complaints closed at that stage				
3.0	Stage 1				
3.1/3a	Number and % of complaints upheld at Stage 1	9	69.2%	19	86.4%
3.3/3c	Number and % of complaints not upheld at Stage 1	4	30.8%	3	13.6%
3.0	Stage 2				
3.4/3d	Number and % of complaints upheld at Stage 2	1	25.0%	2	66.7%
3.6/3f	Number and % of complaints not upheld at Stage 2	3	75.0%	1	33.3%
3.0	Escalated				
3.7/3g	Number and % of complaints upheld after Escalation	0	0.0%	1	100.0%
3.9/3i	Number and % of complaints not upheld after Escalation	1	100.0%	0	0.0%
4.0	Total working days and average time in working days to close complaints at each stage				
4.1/4a	Total working days and average time in working days to close complaints at Stage 1	96	7.4	113	5.1
4.2	Total working days and average time in working days to close complaints at Stage 2	90	22.5	64	21.3
4b	Escalation	14	14.0	78	78.0
5.0	Number and % of complaints closed within set timescales (S1=5 working days; S2=20 working days ; Escalated = 20 working days)				
5.1/5a	Number and % of Stage 1 complaints closed within 5 working days	5	38.5%	16	72.7%
5.2/5b	Number and % of Stage 1 complaints not closed with 5 working days	8	61.5%	6	27.3%
5.3/5c	Number and % of Stage 2 complaints closed within 20 working days	0	0.0%	1	33.3%
5.4/5d	Number and % of Stage 2 complaints not closed within 20 working days	4	100.0%	2	66.7%
5.5/5e	Number and % of Escalated complaints closed within 20 working days	1	100.0%	0	0.0%
5.6/5f	Number and % of Escalated complaints not closed within 20 working days	0	0.0%	1	100.0%
6.0	Number and % of complaints closed at each stage where extensions have been				
6.1/6a	Number and % of Stage 1 complaints closed within 10 working days (extension)	6	75.0%	3	50.0%
6.2/6b	Number and % of Stage 1 complaints not closed within 10 working days (extension)	2	25.0%	3	50.0%
6.3/6c	Number and % of Stage 2 complaints closed within 40 working days (extension)	4	100.0%	2	100.0%
6.4/6d	Number and % of Stage 2 complaints not closed within 40 working days (extension)	0	0.0%	0	0.0%
6.5/6e	Number and % of Escalated complaints closed within 40 working days (extension)	0	0.0%	0	0.0%
6.6/6f	extension)	0	0.0%	1	100.0%

- 18 complaints received, a reduction of 31% from Q1, 2015/2016.
- 72% of complaints were handled at stage 1 compared to 85% for the same period in 2015/2016.
- 33% of complaints were closed within the target timescale, compared to 65% in Q1, 2015/2016.
- 2 complaints were not closed within the extended timescale, 4% reduction on Q1, 2015/2016.

Complaints Categories

2016/2017 – Quarter 1

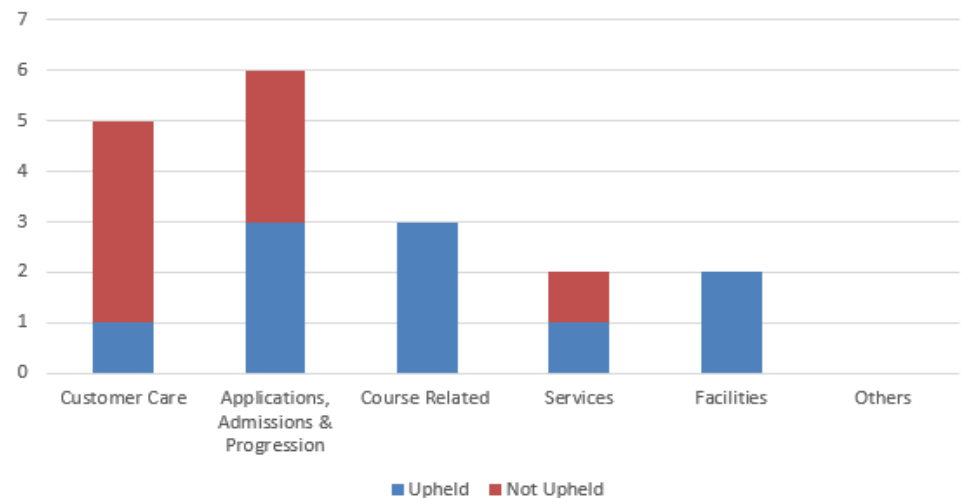
Complaints Received
by Category



The chart on the left shows complaints received split by category. 6 out of 18 complaints received were in relation to Applications, Admissions & Progression with 5 out of 18 being about Customer Care and a further 3 being Course Related. The Facilities and Services categories both had 2 complaints.

The chart on the right shows complaints received split by category and outcome. 20% of complaints in the Customer Care category were upheld, with 50% upheld in the Applications, Admissions & Progression and Services categories. In the Course Related and Facilities categories 100% of complaints were upheld.

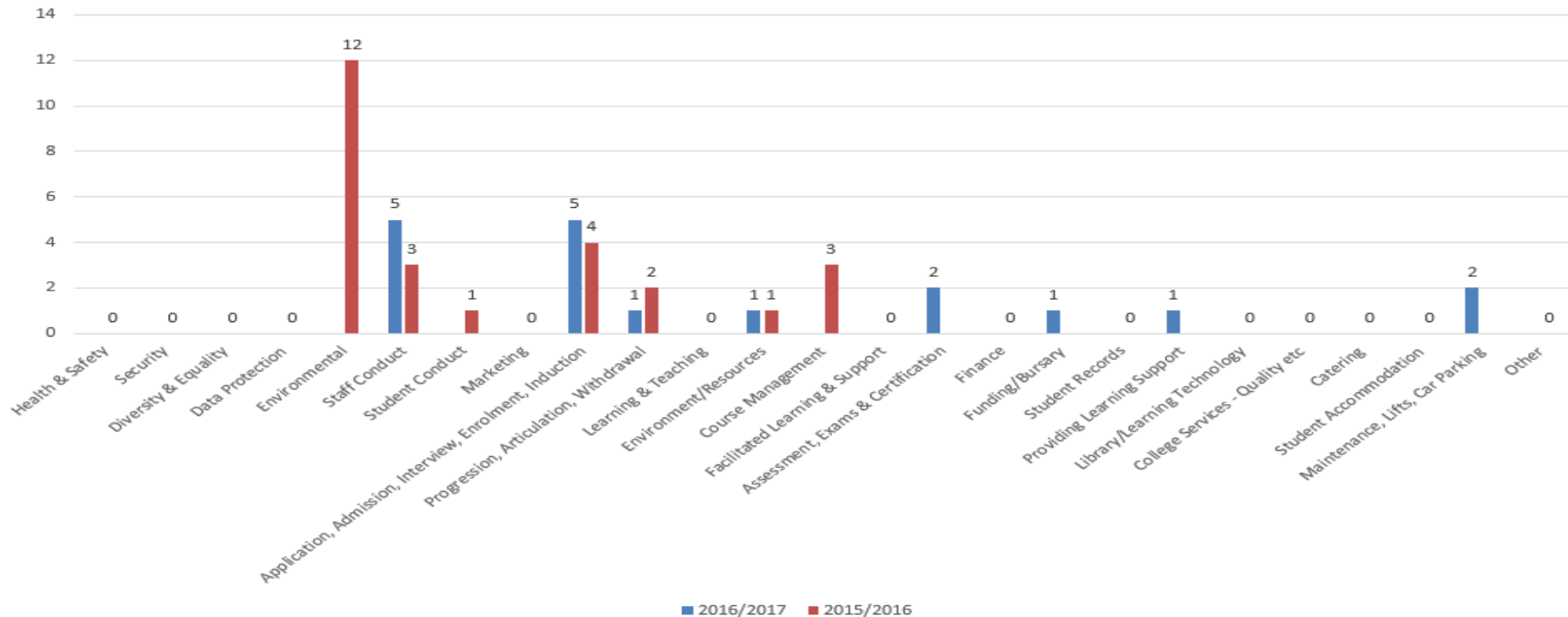
Complaints received by Category and Outcome



Complaints Sub Categories

2016/2017 – Quarter 1

Complaints Received by Sub-category Q1, 2016/2017 vs Q1, 2015/2016



- Significant reduction in complaints received in the environment sub-category from 12 to 0 from the same period last year. Volume in this area was higher in Q1, 2015/2016 due to the introduction of a no smoking policy across all campuses.
- Increase in staff conduct complaints from 3 in Q1 2015/2016 to 5 in Q1 2016/2017, which equates to a 16% increase.
- Complaints in the application, admission, interview, enrolment, induction and environment/resources categories remain steady.

Lessons Learned

2016/2017 – Quarter 1

Category – Course Related		
Issue	Outcome	Actions
A Civil Aviation Authority employee came to sit an exam and due to poor service and staff being unaware the exam was taking place or where, the employee missed the exam. The employee had come from Shetland and paid for flights and accommodation.	Upheld	Request made to update College address on CAA website to include building and room number. Process agreed between curriculum area and front of house to ensure information sheets are available at reception and staff are aware of exams taking place. Location of exams displayed on plasma screens around the campus to make it clear for people visiting where they should go.
A student felt that some of the class rooms were not big enough to accommodate the number of students in the class. Students didn't have desks or chairs and were having to borrow desks from other class rooms. They did not feel this was an acceptable environment for learning.	Upheld	Accommodation for the class was revisited and suitable arrangements put in place to ensure each class room can accommodate the group adequately.
A student was not notified of the Kilwinning graduation ceremony and therefore missed their graduation.	Upheld	The student had passed some of the units before the colleges merged and as a result some of these were recorded on a legacy database. This therefore meant all information was not sent to the SQA to show the qualification had been achieved, which in turn meant the student was not showing on the graduation list. Working with SQA to ensure all information transferred over from legacy databases. Student was offered attendance at another graduation.

Lessons Learned

2016/2017 – Quarter 1

Category – Services

Issue	Outcome	Actions
<p>The length of time taken to have an assessment carried out was too long. The student was told this would be the end of May/start of June and it was not carried out until 28 June.</p> <p>Advance notes provided to student were done in front of the class and not confidentially.</p>	<p>Upheld</p>	<p>This work is outsourced to self-employed educational psychologists and assessments carried out by them. Rewritten disability support allowance guidelines and amended the process, a timeline introduced for processing disability support allowance applications which has brought forward the whole process. Created a new leaflet and working with curriculum colleagues to raise awareness of disability support allowance to encourage students to contact Inclusive Learning prior to starting their higher education level course.</p> <p>Although it is not routine to offer advance notes confidentially, Inclusive Learning staff will specify in personal learning support plans that notes are available on Moodle 7 days in advance. Inclusive Learning continue to stress importance of this when attending curriculum meetings. When notes are to be handed out on paper Inclusive Learning will ask that this is done sensitively.</p>

Category – Facilities

Issue	Outcome	Actions
<p>Student was unaware that lockers at the new campus were to be used for one day only. This means they needed to transport heavy folders each day and they suffer from a medical condition.</p>	<p>Upheld</p>	<p>The student was allocated with a locker on an ongoing basis so they do not need to carry heavy folders around.</p>
<p>A teacher from a local school complained as they were unable to get their bus parked in the space allocated to them as so many cars were parked on the kerb. As a result the bus could not get round to turn and one child in a wheelchair could therefore not attend College.</p>	<p>Upheld</p>	<p>Arrangements have been made to reserve a space/cone off an area for the bus to park and turn every Friday morning.</p>